Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name:	Lakeside Union Elementary School District
Name of Authorized Executive:	Dale Ellis
Title of Authorized Executive:	Superintendent/Principal
Signature of Authorized Executive:	Od Ul
Date:	August 25, 2010

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at http://.cde.ca.gov/sp/sw/t1/sig10rfa.asp. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet
Form 1 Application Cover Sheet
(Must be signed in blue ink by the LEA Superintendent or Designee)
Form 2 Collaborative Signatures
(Must be signed in blue ink by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)
Form 3 Narrative Response
Form 4a LEA Projected Budget
Form 4b School Projected Budget
Form 5a LEA Budget Narrative
Form 5b School Budget Narrative
Form 6 General Assurances
Drug Free Workplace Certification
Lobbying Certification
Debarment and Suspension Certification
Form 7 Sub-grant Conditions and Assurances (three pages)
Form 8 Waivers Requested
Form 9 Schools to Be Served Chart
Form 10 Implementation Chart for a Tier I or Tier II School
P/A Form 11 Implementation Chart for a Tier III School. (if applicable)

Revised May 5, 2010 8/25/20101:33:29 PM

SIG Form 1-Application Cover Sheet

School Improvement Grant (SIG) Application for Funding

July 2, 2010, 4 p.m.

Submit to:

California Department of Education District and School Improvement Division Regional Coordination and Support Office 1430 N Street, Suite 6208 Sacramento, CA 95814

NOTE: Please print or type all information.

County Name:			County/District Code:	
Kings			16-63966	
Local Educational Agency (LEA) Name			LEA NCES Number:	
Lakeside Union Elementary School District			062076002491	
LEA Address			Total Grant Amount Requested	
9100 Jersey Ave.			\$2,807,583	
		Zip Code	•	
Hanford 9		93230-8802		
Name of Primary Grant Coordinator		Grant Coordinator Title		
Shelley Leal Busine		Business I	ess Manager	
Telephone Number	Fax Number		E-mail Address	
559-582-2868 ext. 107	559-582-7638		sleal@kings.k12.ca.us	
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding.				
I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.				
Printed Name of Superintendent or Designee		Telephone Number		
Dale Ellis		559-582-2868 ext. 101		
Superintendent or Designee Signature			Date	
al 2		August 26, 2010 (3 rd revision)		

Revised June 17, 2010 32

SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this subgrant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No	
SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.				

SIG Form 2–Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
16-63966	Lakeside Union Elementary	Dale Ellis	Odrell
	CERTIFICATION AND DE	SIGNATION OF APPLICAN	NT AGENCY

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Lakeside Union Elementary School District	
Authorized Executive:	Dale Ellis	
Signature of Authorized Executive	Odrcel	

SIG Form 3-Narrative Response

i. Needs Analysis

Response:

Throughout 2006 and 2007 Lakeside Union Elementary School District's Board of Trustees received numerous complaints from teachers, parents, and the community concerning the Superintendent/Principal of Lakeside Union Elementary School. These complaints escalated in proportion to the decline in student academic performance for the school years 2006-07 and 2007-08. It became clear to the Board that something had to be done to turn the district around. The Board took the following steps to achieve successful transformation:

- Step 1: The Board placed the Superintendent/Principal on administrative leave in August 2007 and eventually was able to sever his contract effective February 21, 2008.
- Step 2: The Board contracted with Fiscal Crisis & Management Assistance Team (FCMAT) in October 2007 to conduct a fiscal and organizational review of the district. FCMAT was contracted to do the following:
 - Conduct an organizational review of the district office and provide recommendations for changes, as needed, for a structure that would provide high quality services in support of the district;
 - Conduct a review of the district's fiscal stability and provide recommendations, as needed, to address the impact o declining enrollment and maintaining two school sites, as well as maintaining fiscal solvency, and
 - Assist the district with identifying programs and related funding that could be used for after-school programs to serve students who will benefit from additional instructional support.
- **Step 3**: Received and reviewed the FCMAT finding and recommendations, dated February 8, 2008. Key findings and recommendations were as follows:
 - The district has employed five different superintendent/principals since the 2002-03 school year, with the current superintendent/principal on administrative leave. Excessive administrative turnover has been financially costly, has caused poor staff morale and has resulted in a lack of administrative continuity. However, district staff and the governing board are supportive of the acting superintendent/principal and are optimistic that the environment of the school is improving. The new acting superintendent/principal demonstrates a positive attitude and a strong commitment to the district. Support and mentoring for administrators is

available and could assist the new acting superintendent/principal.

- The district has 19 teachers located at two elementary school sites (Gardenside and Lakeside) approximately eight miles apart. There was no co-administrative oversight at Gardenside Elementary School. Because of the absence of administrative leadership at this school site, there is a lack of oversight, staff accountability, responsiveness to staff questions and concerns, and follow-through with teacher and parent concerns. In addition, Gardenside is a low enrollment school with approximately 150 K 3 students and needs major maintenance and repairs, as well as major modernization, to reach acceptable standards for keeping it opening in the long term. The district should study the feasibility of closing Gardenside Elementary School.
- There was also a lack of oversight in the areas of buildings and grounds maintenance, student discipline, and direction for instructional aides. It appeared that the staffing and organization of the maintenance and operations department was not providing effective or efficient services. Staff and board members expressed considerable concern regarding the appearance, cleanliness and maintenance at both Gardenside and Lakeside elementary schools. Giving more attention to the maintenance and cleanliness of both schools would give staff, students, and the community greater pride in their school.
- The district provides little employee training and few opportunities for staff professional development. Explore the possibility of making available to all staff, board members and volunteers, cost-effective training provided by the Kings County Office of Education or neighboring school districts.
- The district does not have a 2007-08 school site plan or school advisory committee for either school site. Establish parent/teacher school site advisory committees. The committees should create formal, written school-level plans that set goals and objectives for each program. The committee should also develop spending plans based on the needs in each categorical program for which an advisory committee is required. The district should ensure that the administration assists the advisory committees in developing the school plans but does not dictate the goals, objectives or expenditures of the plans.
- The district's employees have not received a salary increase for three years. This has resulted in declining staff morale and has begun to make it difficult to recruit and retain qualified employees. Consider the feasibility of providing a salary increase for all district employees.
- The district does not use child study teams (CSTs). Using CSTs can help teachers with remediation in the regular classroom setting and can reduce

the number of children pulled out of the classroom for discipline. The CST model can also assist students in a before-or after-school program. It does not appear that the district's teachers are trained in this model. Provide teacher training for the CST model and then implement it.

- The district is not using a response to intervention (RTI) model to assist teachers with children who need modification of the regular classroom standards. Develop and implement the RTI model.
- Step 4: Considered FCMAT's recommendations and determined next steps as follows:
 - Board determined to phase out the use of Gardenside as an elementary school site (2008-09 school year grades 2 - 3 were moved to Lakeside. 2009-10 grades K – 1 were moved to Gardenside);
 - Develop and implement the RTI model;
 - Hold off on increased employee salaries, given fiscal limitations;
 - Give more attention to the maintenance and cleanliness of Lakeside Elementary;
 - Work with Kings County Office of Education to provide teacher professional development;
 - Establish a parent/teacher school site school advisory committee at Lakeside and develop a school site, and
 - o In 2008-2009, the district contracted through the SELPA a part time counselor to develop SWAT (School Wide Assessment Team) where 1 day a month was set aside for the team to meet with parents to discuss their child's performance. The team consisted of the Psych/Counselor, the Learning Director, and the child's general education teacher, along with the school nurse or other resources. The district, through CDE's resources purchased the Student Study Team Book to guide the process. SWAT continued into 2009-2010 and has seen success, as defined by students' academic process through the limited data resources that Lakeside.
- Step 5: The Board began its search for the right person to take over as the new Superintendent/Principal who could effectively lead the district in transforming its approach to education. After careful consideration determined that Dale Ellis, acting superintendent/principal, has the skills, abilities, and enthusiasm to successfully turn the district around. An important factor in his selection was also the fact that Mr. Ellis already had buy-in from stakeholders and further turn over in the leadership of the district could be costly. Mr. Ellis was hired July 2008.

- Step 6: In August 2008, the month after the new superintendent/principal was hired, the Board reviewed the last 3 year's CST scores and developed a set of Board goals and objectives in a process facilitated by SSDA's Al Sandrini and Dr. Ron Meade. Prior to this process, the school district had no history of establishing goals and objectives for the district. (See attached agenda and minutes for Lakeside Union Elementary School District Board meeting August 21, 2008.) The goals and objectives developed by the Board were as follows:
 - o All students can learn: we can teach them.
 - Increase Parental Involvement.
 - Encourage parents to participate in the following:
 - School Site Council;
 - DELAC/ELAC;
 - · Parents Club;
 - Volunteer in classrooms;
 - · Attend assemblies/school programs, and
 - Back to School Night/Open House.
 - Establish common culture via the following:
 - Improve all staff collaboration/all staff unity;
 - Utilize a response to intervention model;
 - Structure school day to fulfill student learning time—intervention time for some students, elective/workshop time for other students,
 - Utilize district adopted/state mandated curriculum.
 - o Continue to improve school facilities/District facilities conditions as follows:
 - Make school grounds aesthetically pleasing, and
 - Continue to utilize deferred maintenance program for major improvement projects.
 - Increase average daily attendance to 96%.
- Step 7: Under the direction of the new Superintendent/Principal, Lakeside began
 implementation of its new Board goals and objectives. A copy of the goals and
 objectives were posted in the district office, school office, and in every classroom
 to build them into the district and school's culture. They were visible for parents,
 teachers, staff, administrators, and community members to see. In addition, the
 new Board goals and objectives were presented to teachers for approval and buy
 in.
- Step 8: Built the capacity of the school site council to be an active part in

developing transformation plans for Lakeside. Armed with data, the school site council met September 24, 2009, December 3, 2009, January 28, 2010, March 18, 2010, and May 20, 2010. At its December 3rd meeting they reviewed the school's English-Language Arts Adequate Yearly Progress; Mathematics Adequate Yearly Progress; the school's Accountability Progress Reports for 2007-08 and 2008-09, instructional time recommendations for state-monitored schools: English Language Arts and Mathematics. Their review reflected that English Language Arts is the area needing the most improvement, in particular with its English Language Learners. (See attached agenda with attachments and minutes for the December 3, 2009 meeting.)

• Step 9: The school site council developed a school improvement plan for 2009-10 that is targeted to increase student achievement and close the achievement gap. The council set for the overarching goal that by 2010 56.8% of all students including significant subgroups will achieve "proficient" or above as measured by the California Standards Test in English language Arts and 58% of all students, including significant subgroups will achieve "proficient" or above as measured by the California Standards Test in Mathematics.

The improvement plan was developed as a result of reviewing data gathered through the administration, which included the Academic Program Survey in October 2009; the English Learner Subgroup Self-Assessment completed in January 2008; a review of student assessment data from Spring 2007 and 2008, and 2009 STAR testing. This plan was developed in conjunction with the faculty, administration, and parents of Lakeside School. The improvement plan includes overarching goals, action strategies, expected outcomes, individuals responsible for implementation, proposed methods to measure the success of the strategies, and proposed budget allocation and uses the California Department of Education's Nine Essential Program components as the major goal setting areas.

The plan, which was adopted May 13, 2010, is included in the attachments section of this grant, sets forth the following goals:

- #1: Implement effective standards-based instruction that addresses the needs of all students, thus providing equity in opportunity for all students to meet or exceed grade level standards.
 - Implement standards-based reading and mathematics instruction;
 - Provide differentiated small group language arts and mathematics instruction/intervention based on identified student need;
 - All classrooms have the appropriate time allocation for all students, including English Learners, in Language Arts and Mathematics;
 - Implement a school-wide English Language Development Program;
 - Teacher will list language and content objectives on lesson plan(s) to indicate what students should know, understand, and be able to do for each lesson in each subject area, and
 - Teachers will disaggregate data and interpret results through the

use of a student profile notebook to make decisions about planning instruction and interventions to meet the needs of all students.

- #2: Develop and utilize an assessment and monitoring system that informs teachers of students' progress and effectiveness of instruction.
 - Implement district benchmark assessments in ELA and Mathematics:
 - Develop and utilize a formative assessment system designed to collect data and monitor progress of intensive needs students a minimum of once every three weeks;
 - Follow the district adopted testing calendar which reflects required assessments, formative assessments, and state assessment;
 - Increase students attendance and promote good citizenship, and
 - Monitor and reward successful completion of Behavior Intervention Plan.
- #3: Build and sustain leadership capacity that supports continuous instructional and school improvement. Incorporate professional development, collaboration and coaching for instructional effectiveness and increased teacher capacity.
 - Utilize the instructional Leadership Team, made up of the principal, learning director and the RSP teacher to maintain focus on the school plan and to provide systematic professional development targeted at building teacher capacity;
 - Teachers and administrators will complete professional development for Standards Based English Language Development;
 - Implement a model of focused coaching support, and
 - Provide support for teachers with an emphasis on English Language Development.
- Step 10: Under Mr. Ellis' leadership, Lakeside Union Elementary School District embarked on a mission to dramatically change its approach to student education intended to attain rapid improvement in student academic performance as evidenced by Board minutes (see attached agendas and minutes) as follows:
 - August 21, 2008: Board sets first set of goals for improvement.
 - September 11, 2008: Mr. Ellis presented CST/API and AYP Test Score data to Board, which showed that score were down this year and the school was again in year one of Program Improvement (PI) status. He explained new strategies for improvement (i.e. Ensure students being taught utilizing instructional time to the fullest, smaller class sizes, early release time used for staff development/collaboration, developing a sense of school pride, exploring options for better behavior and eliminating problems by introduction of Character Counts Program.

- September 20, 2008: Board approves the purchase of Skills Tutor supplemental instruction and tutoring program from Houghton Mifflin Learning Technology to complement their existing instruction.
- October 9, 2008: Board approves the purchase of new computers and software. Teachers report that they started RTI in grades 2 – 5. Teachers and instructional aides reported they were very excited about the program and that students really liked it. They will start with grade 1 at Gardenside the following week. A few of the teachers reported that they visited Kit Carson School to get some ideas regarding structure, etc.
- November 18, 2008: Board approves purchase of a video conferencing camera. Mr. Ellis provided an update o student progress and reported that all new programs were working well and both teachers and students appeared to like them. He also reported that the school would be using an instructional norms checklist as an observation tool—to give positive feedback to teachers. Alice Patterson from KCOE will be observing in the classrooms in the coming months to provide additional feedback for teachers. Teachers report that they are seeing progress with struggling readers since using the RTI program.
- January 8, 2009: Mr. Ellis and Mrs. Sisson (Learning Director) report that they will be addressing teachers on how they need to challenge students in the classroom rather than teaching only to standards.
- February 12, 2009: Board discussed program improvement 2009-10 and determined that corrective action needed to be taken to 1) move grade levels around, 2) Alice Patterson (KCOE) and Ms. Sisson will be using District Assistance & Intervention Team Model to assist.
- March 5, 2009: Board approved the addition of a Saturday Program to provide Language Arts Intervention to English Leaner students funded through Title III.
- April 2, 2009: Board approved application for funding to participate in Community-Based English Tutoring Program for the 2009-10 school year.
 Mr. Ellis reported that Angelica Zavala was working with Latino parents to provide a Literacy Program. Participating parents graduated today and were very enthusiastic and thankful to the school for taking an interest in them.
- May 14, 2009: Board approved purchase of two document cameras. Business Manager, Shelley Leal, reported that PG & E turned off the electricity for the full day at Lakeside due to routine maintenance on 4/21/09 the first day of testing. Unfortunately, it was a hot day and students could not concentrate on the test, complaining about the heat and

- could not see properly. Because Lakeside is currently in PI status this could adversely affect the test scores for 2008-09.
- June 25, 2009: Board approves the purchase of Holt Math Training for grades 6-8 teachers and Harcourt Math Training for grades K – 5 teachers plus special Ed. Teachers and Learning Director at Tulare County Office of Education. Board approves CELDT & Dibbles Training & Collaboration Pacing at Lakeside for teachers. Board approves purchasing reading and math licenses plus hosting services for 2009-10 school year through Renaissance learning Inc.
- September 17, 2009: Mr. Ellis reported that API scores were up by 31 points which is better than the estimated 10 point growth. He also reported that teachers are implementing the RTI and electives/intervention this year with the help of Carmen Barnhart from KCOE and are making good progress. Teachers have proven themselves and are more goal oriented for student progression. Still a lot to be done, but moving in the right direction.
- October 8, 2009: Board approved a ten minute increase in instruction time for grades 4 – 8 on early out Mondays.
- January 14, 2010: Board approved the purchase of State approved High Point Program materials for upper grades, an intervention program for Reading/English Language Arts.
- February 11, 2010: Board approved entering into an agreement with ClubZ for Title I Supplemental Education Services to be made available to identified students. Mr. Ellis reported he spoke with robin Jones, Superintendent of Island School District about Central Valley Educational Leadership Institute offering Executive Instructional Leadership Program for Rural Central Valley School Districts.
- April 8, 2010: Board approved Application for Breakfast in the Classroom Program and the purchase of Data Director-Student Assessment Program plus training using Title II funding.
 - Carmen Barnhart, Program director-curriculum, for KCOE advised the Board of this SIG grant funding opportunity. She explained the four models that the district had to chose from to comply with the new State requirements and to be eligible to apply for funding under the grant. After hearing her explanation of the attributes of each of the four models, the Board advised her that the process that they began in 2008 is what she described as the transformation model. Accordingly, they approved applying for SIG grant funding to pursue its transformation plan in an accelerated fashion only possible with an infusion of significant resources

that could be obtained if awarded a SIG grant.

- o MAY 12, 2010: Included staff discussion of the SIG grant opportunity and its fit with the school's transformation plan already underway. In particular, Mr. Ellis discussed with teachers the requirement to increase instructional time by 300 hours annually. Six teachers expressed an interest in proving tutoring after school. Teacher evaluation was opened by the district for negotiations with the Local Teacher's Association to adhere to the requirements of the SIG process. Discussion of the process of aligning evaluation with student progress in the 2010-11 school year (based on AYP and API) and fully implementing it by the 2011-12 year. This would allow for negotiations with the LTA. Teachers requested to share input on what improvement they would like to see or feel would be beneficial. Administration agreed to a joint process to developing a meaningful evaluation tool. Teachers stated that the addition of a Pre-K program would be a beneficial addition to increase instruction time and would be beneficial in preparing students for kindergarten.
- May 12, 2010: Based on teacher input, a parent survey was created and sent out concerning parents' interest in Pre-K, after school tutoring, Saturday school, English classes for parents, and summer school. In particular, given the issue with transportation to and from the school (given its rural, remote location) parents were asked if transportation availability would affect their interest in having their child participate in any of those programs. The results of the survey reflected that transportation was key to their interest in any of these additional services for their child or themselves. Saturday school was generally not favored, whereas parents were extremely supportive of adding summer school, after school, and parent ESL classes. While there was support for Pre-K classes it wasn't to the same extent as the other services desired. However, Lakeside believes this is simply because parents that no longer had very small children answered "No" to the question of whether they were interested in sending their child to a Pre-K program, and not that it is a reflection of the lack of interest in the program.
- May 13, 2010: Planning team met to discuss the availability of teacher incentives under the SIG grant funding if awarded. In particular, the parties wanted to agree on amounts tied to certain growth targets that could be sustained beyond the grant funding period. The LTA general membership was informed at the May 5, 2010 meeting about the SIG application process and the MOUs that would be needed. Everyone agreed to continue the conversation to another meeting.
- May 17, 2010: Planning team met to develop and appropriate SIG grant incentive plan tied to goals. Parties agreed that incentives would be effective tools in improving students' academic improvement. Discussed

the need to have an MOU between the district and LTA to cover the incentive plan. In addition, the team agreed that if SIG grant funds are awarded to add after school tutoring, summer school, and add a Pre-K program.

- o May 26, 2010: Staff meeting where District and School Site administrative staff meet with the teaching staff. The LTA representative presented to teachers a draft of the new teacher evaluation process and form. The teachers concurred in signing an MOU concerning extended learning hours and a new comprehensive teacher evaluation process. However, concern was expressed about the data collection piece. Teachers were assured that it is a work in progress and would focus on student achievement as the primary goal. With that understanding teachers were supportive.
- May 28, 2010: School Site Council meeting. Parents were overwhelming in favor of the proposed SIG activities and budget. Their primary concern was the Parent Involvement and Parent Language piece. The parents were thrilled that the district was making a concerted focus on expanding ways to reach out and involve all parents, regardless of socio-economic status and language barriers.

Step 11: Evolution to a new Board plan focused on increasing teacher accountability. With training and capacity-building support from the new Superintendent/Principal the Board has taken on a more meaningful instructional leadership role. Board members are generally local farmers who know how to manage a farm, but know little about education. However, they are passionate about turning Lakeside Elementary into a first-rate school where rural kids can get a top-notch education. Through Dale Ellis' support and training, the board members have come to realize that to accomplish that goal, as the district's leadership, they needed to be more involved and knowledgeable about the educational process. Board development is now an ongoing process, with the board taking an active role in the district's educational decision-making and overseeing administrative accountability.

In 2009, the Board reviewed their initial set of goals and objectives and added curriculum as a key component. This move signaled to teachers that the district was serious about maintaining fidelity to the curriculum identified, and the intention to hold teacher's accountable for their students' academic performance. This move resulted in some of the district's older teachers, unwilling to make that adjustment, to retire, leaving vacancies that were filled with younger, eager teachers willing to adhere to teaching the curriculum with fidelity and willing to be held accountable for the results.

The new set of Board goals and objectives, approved January 14, 2010, are as follows:

- 1. Increase Parental involvement.
 - a. Encourage parents to participate in the following:

- i. School site council
- ii. DELAC/ELAC
- iii. Parents Club
- iv. Volunteer in classrooms
- v. Attend assemblies/school programs
- vi. Back to School Night/Open House
- 2. Establish Common culture (everybody plays a part in student performance).
 - a. Improve all Staff Collaboration/all Staff Unity (certificated and classified)
 - b. Expanding our Response to Intervention model
- 3. Continue to Improve School Facilities/District Facilities Conditions.
 - a. Make school grounds aesthetically pleasing
 - b. Continue to utilize deferred maintenance program for major improvement projects
 - c. Work to lease Gardenside out to our students benefit
- 4. Increase Average Daily Attendance to 96%
- 5. Developing a system of data collection and management to support student achievement.
 - a. Structure School day to fulfill student learning time—intervention time for some students, elective/workshop time for other students
 - b. Utilize District adopted/State Mandated curriculum
 - c. Increase number of Advanced/Proficient students at each grade by 10 percent.

Step 12: SIG grant planning and design to augment the district's work to transform the school. Efforts were made to check in with stakeholders to ensure that they were supportive of the district's application for funds and the continued direction of the transformational plan. Verified with Board, parents, teachers, community members, and other stakeholders that the district as moving in the right direction and that they were excited and supportive of pursuing SIG funding to continue the transformation plan implement. In particular, all stakeholders noted that the SIG funding would allow the district to implement their plan in a quicker and more comprehensive fashion.

ii. Selection of Intervention Models

Response:

After careful analysis of student performance, instructional programs, and the school culture, Lakeside Union School District elected to undergo a transformation model and began implementation in 2008. In August 2007, the Lakeside Union School District's Superintendent/Principal was placed on administrative leave. His contract was later severed effective February 21, 2008. Lakeside's current Superintendent/Principal, Dale Ellis, was hired July 1, 2008 to spearhead the district's and Lakeside Union Elementary

School's transformation. Mr. Ellis was carefully selected by the district's Board of Trustees. The Board intentionally sought out and hired Mr. Ellis because he was not afraid to implement rigorous change.

Mr. Ellis was actively recruited to join the Lakeside Administration team as Vice Principal of both of the district's K – 9 schools, Lakeside Union Elementary and Gardenside Elementary. However, under the oversight of a Superintendent/Principal that did not share his vision he was unable to implement the change he was brought in to accomplish. This was a result of his being hired by a previous Superintendent who retired shortly after bringing Mr. Ellis on board. The Superintendent that was subsequently hired had a different philosophical approach to education. During this administration the school's test scores plummeted from a high of 696 under the previous administration to 601.

Since Mr. Ellis assumed the helm he has been working on bringing those numbers up. During his first year on the job, scores improved from 601 to 632. Lakeside is anxiously awaiting the 2009-10 scores, as it believes that additional headway was made in bringing the school back to its previous levels. From here it is Mr. Ellis' intentions to lead the district and school through a change process that will result in moving student academic achievement forward in an accelerated fashion. In essence, he's going to turn a low-performing school into a high-performing school that he, staff, parents, students, and community partners can be proud of.

At the time that Lakeside began its turnaround process it did not set out to plan and implement what is now being referred to as a "Transformation Model." Without the guidance of the parameters of each of the four intervention models, being promoted for implementation for persistently low-achieving schools, the district deliberately selected a plan that mirrors the transformation plan. Lakeside's determination that this was the ideal plan for implementation was based on the following input:

Stakeholder Input: Lakeside Union Elementary School District received significant stakeholder input from staff, teachers, parents, students, Local Teacher's Association, Board members, and community partners. The input identified a number of key concerns, including the significant decline in student achievement, students' and teachers' frustration with the current curriculum approach, employee morale issues, and lack of parental involvement in the school.

External Assessments: In response to stakeholder concerns, the Board brought in an outside consultant, FCMAT, to assess the district and provide recommendations for improvement. A key recommendation made by FCMAT was to implement Response to Intervention (RTI) in order to systematically facilitate and support high-quality, research-based, targeted instruction and interventions at varied levels of intensity (Tier 1: benchmark group, Tier 2: strategic group, and Tier 3: intensive group) based on individual student assessments and needs. In other words, their recommendation was to utilize student data to achieve improved academic performance. The Board took FCMAT's recommendations to heart, and in an effort to improve student performance,

and address stakeholder concerns, Lakeside brought in KCOE's Carmen Barnhart to assist Lakeside in implementing an effective RTI model. Targeted staff development and collaborative meetings were used to implement the model effectively. Starting with the 2009-10 school year, Ms. Barnhart assessed Lakeside's RTI instructional progress supports to be implemented. Her findings/recommendations included:

- The need for a comprehensive data platform to expand assessments determining redelivery (local benchmarks, CFA's teacher-created and textbook-imbedded assessments) in addition to effective data aggregation, disaggregation, analysis and reporting.
- The need for adopted explicitly articulated base/core program (document) outlining adopted textbooks, supplemental texts and resources, instructional minutes, EL/ELD designations for each.
- The need for a supplemental articulation of district expectations for Instructional resources designated by Tier 1/ level 1 of intervention.
- The need for a well-defined and clearly articulated system of instructional support, with agendas for staff development and collaboration that has minutes or notes from each meeting held, the establishment of the RTI team to include regular scheduled meetings utilizing procedure and protocol documents (agendas, notes).
- The need to broadly share out these formal documents with all stakeholders (staff, parents, etc) to clarify expectations, process and to determine a common instructional language across the district and school community.
- The need to revise policies and procedures, special education referral process, and progress reporting to students and parents.
- The need to establish an action plan for increased Parental Involvement explicitly aligns to school improvement efforts
- The need to establish an articulated professional development plan explicitly aligned to school improvement efforts and reforms and based on identified needs and data.

Student Performance Data Over Time: A primary factor that the district looked at in determining how to turn things around was the fact that students were making notable progress under Superintendent Partin's leadership in 2004-05 and 2005 – 06, but declined significantly under Superintendent Sherrod's leadership in 2006-07 and 2007-08. Stakeholders saw this fact as supporting the firing of Superintendent Sherrod and replacing him with someone who had similar leadership capabilities to Superintendent Partin. The performance data was reflective of the fact that teachers could, under the

right leadership, be successful in achieving student academic achievement. These facts were supportive of implementing a transformation model, as opposed to a turnaround, restart model, or school closure model.

Based on FCMAT's recommendations, Lakeside implemented the RTI Model, which is a tiered, systematic intervention approach based on identified student needs (e.g. initial screening and progress, including frequent progress monitoring data to inform instructional strategies and/or increase or decrease tiered levels of support). Once implemented the RTI model provided not only guidance for teachers with respect to working with individual students, but also provided important information about common areas of weakness in its student population. This information was used to develop school-wide student academic improvement strategies. In particular the RTI results reflected that literacy was the single biggest issue to be addressed school wide. Based on the school's data, and its large percentage of English Learners, it was important to identify research-based curriculum with a proven track record to use in implementing the three RTI tiers. As stated above, in school year 2009-10 Lakeside brought in KCOE to assess RTI instructional progress supports to be implemented.

The key findings/recommendations from KCOE included (as stated above) the need for a comprehensive data platform to expand assessments in order to provide more effective individualized approaches to student academic achievement. In addition, the comprehensive data gathered captured important information about student academic performance that was used to focus on teaching to the individual student, focus on teaching phonics, fluency, specific vocabulary practices, reading comprehension and writing skills. In order to implement these focused approaches it was clear that the school needed to hire a Learning Director to work one-on-one with teachers to identify curriculum, professional development needs, and effective teacher classroom implementation strategies.

The curriculum identified were as follows:

- Tier 1: Houghton Mifflin (including Universal Assess components) K 5, and Step Up to Writing K – 5.
- Tier 2: Leveled Texts (K 5) Guided Reading; "iOpeners" (Pearson); HM Phonics Library; Bob Books; Keep Books; HM Hist./Soc. Studies Leveled Texts; High Point grades 4 – 5 (ELD); Santillana (ELD); Step Up to Writing, and Primary Phonics (EPS) grades K – 3.
- Tier 3: Explode the Code grades K 5; Rewards; Great Leaps (fluency grades 3 5); The Six Minute Solution, and Language Tune Up Kit.

After utilizing the new curriculum, Lakeside used data used to group students into Tiers for the RTI model was also used to determine the further school's improvement approaches. This data included:

- Universal Screening
 - o CSTs (Prior Year) grades 3 − 8

- CELDT for English Learners grades K 8
- NWEA (Fall Administration/Benchmark 1) grades 2 8
- DIBELS I(Fall/Benchmark 1) grades K 3
- CRI grades 2 8
- Progress Monitoring
 - CELDT for English Learners as new scores became available grades K – 8
 - NWEA (Winter and Spring Administrations/Benchmarks 2 & 3) grades 2 – 8
 - DIBELS grades K 2 and for grades 3 6 as necessary/applicable
 - Benchmarks 2 & 3
 - Progress Monitoring Assessment Booklets
 - o CRI grades 2 − 8
 - HM Theme Skills Tests grades K 6
 - HM Summative Tests grades K 6
- Classroom Progress Monitoring
 - Teacher Created and/or embedded early literacy assessments grades K – 2
 - Teacher created and/or embedded assessments grades 3 6
 - SOLOM Observation Tracking for English Learners grades K 8
 - o Orton Gillingham/Project READ assessments
 - o STAR/AR grades K − 8
 - o DRA grades K 8
 - o Step Up to Writing Assessments grades K − 8

<u>Research</u>: To inform Lakeside's transformational plan, it turned to leading research in the educational arena focused on effective practices for turning around chronically low-performing schools. The research that Lakeside reviewed and utilized in its plan design were as follows:

- Chronically Low Performing Schools Practice Guide: The practice guide was developed by the Institute of Education Sciences and is part of the "What Works Clearinghouse. The goal of this practice guide is to formulate specific and coherent evidence-based recommendations for use by educators addressing a multifaceted challenge that lacks developed or evaluated, packaged approaches. The challenge is turning around low-performing schools. The guide provides practical, clear information on critical topics related to school turnarounds and is based on the best available evidence as judged by the review team. Recommendations presented in this guide should not be construed to imply that further research is not warranted to judge the effectiveness of particular strategies for turning around failing schools.
- Using Student Achievement Data to Support Instructional Decision Making Practice Guide: This is another Institute for Education "What Works

Clearinghouse" practice guide. The goal of this practice guide is to formulate specific and coherent evidence-based recommendations for use by educators and education administrators to create the organizational conditions necessary to make decisions using student achievement data in classrooms, schools, and districts. The guide provides practical, clear information on critical topics related to data-based decision making and is based on the best available evidence as judged by the panel. Recommendations presented in this guide should not be construed to imply that no further research is warranted on the effectiveness of particular strategies for data-based decision making.

- Teacher Effectiveness Task Force Report: This report was based on the findings of a teacher effectiveness task force put together by the Los Angeles Unified School District to help inform solutions to the challenges the district was facing. The task force felt strongly that the focus areas of evaluation, tenure, differentiated compensation/career pathways and support mechanisms are, by their very nature, interconnected and represent a comprehensive approach to ensuring a highly effective teacher in every classroom and highly effective leader for every school. The task force's recommendations were as follows:
 - Redesign Teacher and Administrator Evaluation Process
 - Differentiated Compensation and Career ladders
 - Restructured Tenure Process
 - Support Mechanisms
 - o Legislative Action Steps

Those steps that that the school saw as applicable and critical to implement at Lakeside were the redesign of teacher and administrator evaluation processes; use of compensation incentives; and adding support mechanisms such as augmenting early teacher support and intervention, further defining professional growth pathways for teachers throughout their career, and addressing issues of intervention and exit for teachers.

- Handbook on Effective Implementation of School Improvement Grants: The
 Handbook was published by Center on Innovation & Improvement (Carole L.
 Perlman and Sam Redding, Editors). The Handbook sets out the indicators of
 effective school practice with respect to implementing school improvement
 grants. This guide was integral in crafting the current transformation plan. After
 its release in 2009, Lakeside used it as a guide to ensure that it effectively
 addressed and implemented complimentary strategies aligned with each of the
 following indicators:
 - Leadership and Decision-Making: Establish a team structure with specific duties and time for instructional planning, and focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction.

- Professional Development: Align classroom observations with evaluation criteria and professional development.
- o Parents and Learning: Help parents to help their children meet standards.
- Curriculum, Assessment, and Instructional Planning: Engage teachers in aligning instruction with standards and benchmarks; engage teachers in assessing and monitoring student mastery; engage teachers in differentiating and aligning learning activities, and assess student learning frequently with standards-based assessments.
- Classroom Instruction: Expect and monitor sound instruction in a variety of modes; expect and monitor sound homework practices and communication with parents, and expect and monitor sound classroom management.
- School Community: Define the purpose, policies, and practices of the school community; provide two-way, school-home communication linked with learning; educate parents to support their children's learning and teachers to work with parents, and connect members of the school community to support student learning.
- Toolkit for Implementing the School Improvement Grant Transformation Model: This toolkit, dated April 9, 2010, was used by Lakeside in fine tuning its transformation plan for purpose of applying for SIG funding. The toolkit was published by the Center on Innovation & Improvement (Carole Perlman, Carol Chelemer, Sam Redding, Editors). Utilizing the toolkit verified for Lakeside that it was moving in the right direction. The plan in place is the right one for the school. It follows the guidelines of the transformation model. Lakeside began implementing its transformation plan within the past two years (July 2008) and there is tangible evidence that the principal has the skills necessary to initiate dramatic change. The plan he's put in place, that aligns with the model include: rigorous staff evaluation; professional development system; rewards for staff which have been developed to provide incentives to increase student achievement; instituting comprehensive instructional reform; increased instructional time (and starting 2010-11 will add additional learning time); applies community-oriented school strategies, and uses operational flexibility and support for the school (as a one-school district this has been easy to accomplish and has provided significant flexibility in implementing and meeting student and teacher needs).

<u>Alignment with SAIT Structures</u>: As Lakeside was designated a Program Improvement school, the district assessed how it was and was not aligned with SAIT Structures, in anticipation that it may have to comply with the anticipated DAIT structures.

The Right Model: While Lakeside did not set out to choose one model for school

improvement, it chose to make drastic changes that align with the transformation model. However, it is important to understand why that is the right model for Lakeside. In particular, why none of the other three models presented by the State of California for low performing schools would be the right move for Lakeside.

The School Closure Model: To the extent that this model made sense to the district it closed its Gardenside Elementary school and has fully integrated those students into its only remaining school, which is Lakeside Elementary. This was a positive move by the district, but it would not make sense to close its remaining school. It is clear from historical data, and the notable improvements reflected in its efforts to turn the district around that closing Lakeside Elementary would not make sense. The school can be turned around to provide students with a quality education. Closing the school would simply funnel students into neighboring schools that are themselves struggling to meet student needs. Parents and teachers in the district understand that there are tremendous advantages of a small school. Meaningful change is easiest to accomplish in a small school environment where fewer resources are needed, where teachers work collaboratively with administration and parents, and where it's easier to create a positive learning environment for students. Lakeside Elementary is a school worth saving and that is what the district is putting tremendous efforts into accomplishing. Early indications are indicative that they are succeeding in these efforts.

The Restart Model: This model calls for an LEA to convert a school or close and reopen under a charter school operator, a charter management organization, or an education management organization. While the district realized that the right leadership was key to transforming the school, such leadership did not need to come in the form of an outside organization. As a small, rural, isolated school it would be difficult and costly to identify and bring in an outside organization to run the school. In addition, given the district's success in turning the school around bringing in an outside operator seemed unnecessary and inappropriate.

The Turnaround Model: The key difference between the turnaround model and the transformation model is the hiring of no more than 50 percent of the school's staff. Lakeside's staff is a small, dedicated group that despite inadequate pay, no pay raises for three years, and having to commute a distance to the school, are committed to its students. They are the right individuals to get the job done, they simply were without the proper leadership, resources, training, and other support needed to be successful. What makes Lakeside worth saving is the fact that the students have teachers who care and who are willing to go the extra mile for them. This fact was supported by feedback from parents and students whose issues were focused on management, not on the teaching staff.

The Transformation Model: Feedback from stakeholders and from the FCMAT study supported changes needed that mirror the transformation model. The first step taken by the Board was firing the superintendent/principal so that positive change could occur. It was clear that the right leader at the helm would be central to successful transformation. The Board took their time in making a decision on his replacement, wanting to ensure

they hired someone with the right leadership qualities. Based on feedback from FCMAT, and stakeholder input, the Board made the decision to hire Vice Principal Dale Ellis to take the district's leadership role. Mr. Ellis had a proven track record with students, parents, and staff and was someone that they could believe in and support through the difficult transformation ahead.

To complete a successful transformation it was pointed out by FCMAT that there needed to be a focus on reforming instruction based on data-driven, research-based methods, professional development, and increased salaries for teachers. Based on this input, the Mr. Ellis instituted RTI and professional development. Increased salaries were put on hold given the district's limited resources and the need to carve out funds to implement the other key transformational strategies. Teachers were in support of this move and willing to invest the time needed to turn the school around without the incentive of additional monies.

As the transformational process unfolded, student academic achievement increased as predicted. However, to continue an upward trend in test scores it was necessary to look at other strategies to propel the process along. Additional, strategies that were added, or are planned for the upcoming 2010-11 school year, that are all aligned with the transformation model are as follows:

- School Closure: Based on the recommendation of FCMAT, the Board made the
 decision to close Gardenside Elementary and focus its resources in a more
 effective and efficient manner at Lakeside Elementary.
- Extending Instructional Hours: As progress was made in moving student
 academic performance forward it became clear that students needed extended
 instructional hours to make substantial headway. Stakeholder and research
 supported adding after school programming and extended classroom hours.
 Parents in particular expressed their desire to add the following strategies to the
 school's existing programming.
 - After School Programming: The district started by adding after school programming (as recommended by FCMAT), which was added in school year. Through a partnership with KCOE all students were provided the opportunity for after school activities. However, these activities were not focused on additional instruction time, so starting with the 2010-11 school year Lakeside will add after school instruction time through focused tutoring offered to all students for a total of 144 new hours annually.
 - Extended Classroom Hours: Commencing with the 2010-11 hours there will be extended instruction hours for grades K 3, by having all grades on the same bell schedule. This will extend K 3 instructional hours by 60 minutes per school day for a total increase of 180 hours annually. These additional hours are critical in that they provide increased instructional time for the most critical grades, K 3 that provide the foundational basis for all

student academic achievement. In addition to adding school hours for students K – 3, all grades will receive increased instructional time by moving up the school's start time to 8:15 a.m. and providing breakfast in the classroom to ensure all student's are fed and ready to learn. Starting with the 2010-11 school year, Lakeside will add an additional 15 minutes per school day for a total of 45 new hours annually. The increased instructional hours will be implemented with the backing of Lakeside's teachers. The increased hours are supported by the current bargaining agreement.

- Summer School: Commencing with the summer of 2011, Lakeside will add a summer school program open to all students. The program will run for four weeks, for a total of 20 days at 5 hours a day, for a total of 100 new instructional hours annually.
- O Pre-K: To provide students with an early start on their education, starting with the 2010-11 school year Lakeside will add a Pre-K program. The program will operate on the same school days as grades K 8. The pre-k program will be three and one half hours. The addition of this program will increase student instructional time by 630 hours annually for pre kindergarten students.

Evaluating, Rewarding, and Removing Staff: Accountability is critical to Lakeside's continued transformation. To be meaningful, accountability must start at the top by holding the district's Superintendent/Principal accountable for student academic achievement. The current evaluation process in place is insufficient to measure administration's success/failure in transforming student academic achievement. To address this shortfall, the district has identified the need to work with an external provider, it will be necessary to design an evaluation process and form that will measure his success/failure. As part of the district's negotiations with WestEd to provide rigorous professional development, Mr. Ellis has included services for the design and implementation of a comprehensive evaluation process to provide the Board with data to determine whether to reward or remove Mr. Ellis from his position as Superintendent/Principal.

In addition to adding a comprehensive evaluation process for the district's Superintendent/Principal, it was determined that revisions needed to be made to the current teacher evaluation process. Current efforts are underway between administration and teachers via the LTA representative to create a comprehensive evaluation process to hold teachers accountable, yet at the same time provide targeted intervention to provide them with maximum opportunities for success before they were subject to removal. However, the parties recognize that if after focused efforts to help teachers be successful, they are still not performing to standards that it is in the best interest of students for them to be removed.

The school district's employees have not received a cost of living or other pay increases

over the last three years due to limited funding. Administration recognizes that providing incentives is an effective strategy for attaining increased performance. In particular, the FCMAT recommendations included a pay raise to address staff job dissatisfaction. After discussion with teachers it was determined that those incentives needed to be realistic and sustainable over the long run. In addition, both administration and teachers recognized that every school staff member has an impact on student performance, from the cafeteria workers to the school bus driver. Incentives developed were developed based on a philosophy that student performance would be maximized if there was a team approach to education. Accordingly, the incentive structure developed provides unclassified staff with \$1,000 bonus if the school made AYP target scores, an additional \$1,000 if the school exceeded AYP target scores by one or more points, \$3,000 if they met target scores in all subgroups, and \$1,500 if make Safe Harbor. Classified staff would receive a bonus of 35% of that received by teachers.

Rigorous Professional Development: As recommended by the FCMAT assessment, professional development was provided in partnership with KCOE. Professional development was brought in to support the implementation of the RTI model and new research-based curriculum. The inclusion of professional development has increased teacher capacity to implement change in their classroom. It is clear that to achieve significant transformation teachers need more rigorous professional development opportunities. WestEd has been identified as the right external consultant to help Lakeside successfully implement the remainder of its transformational model. Unfortunately, the cost of WestEd's services have been well beyond the financial resources of the district at this time. However, Lakeside has included the WestEd piece as a key part of its transformational model and will pursue funding opportunities as they present themselves in order to implement this component of their plan.

iii. Demonstration of Capacity to Implement Selected Intervention Models Response:

Lakeside Union's Transformation Plan, underway since 2008, has the following components:

- (1) Replace the principal who led the school prior to commencement of the transformation model. This was achieved by the Board in response to student academic achievement data and stakeholder discontent with his performance. The Superintendent/Principal was placed on academic leave in July 2007 and ultimately fired in February 2008. A new Superintendent/Principal was hired in July 2008 to lead the transformational process.
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:
 - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of

performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

(b) Are designed and developed with teacher and principal involvement.

This process is underway lead by the Superintendent/Principal, teachers, and the Local Teacher's Association representation. Further assistance will be provided by WestEd under an external contract if funds become available. The local bargaining agreement will be modified as needed to implement the new teacher evaluation system.

(3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

Lakeside is not in a position to recruit new teachers given its current enrollment numbers, but it has made a concerted effort to cull out teachers who are no longer excited about teaching. Over the last two years, these teachers have been weeded out, primarily through retirement, leaving in place newer teachers who are excited about teaching. In particular, these teachers are committed to Lakeside and its students and are willing to go the distance to provide them with the best education possible. Teachers at Lakeside aren't the poorest paid in the county. They did not choose to teach at Lakeside for the money, but because they wanted to work at a school where they could make a difference, where administration would support creative and innovative strategies in the classroom, and where students came first.

Through a collaborative process administration, teachers, and the local bargaining unit have come to an agreement on an effective means of rewarding school leaders, teachers, and all staff in achieving increased student achievement. At the same time there has been an agreement to work together to determine an effective means of providing ample opportunities to assist teachers in improving their professional practice. Only after such opportunities have been provided and staff have failed to be successful in increasing student achievement will they be removed. Administration, teaching staff, and the local bargaining unit fully understand the importance of these steps in ensuring student academic success. As such, they are committed to implementing a new system and adhering to that system as the school moves forward with its transformation plan.

(4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's data-driven, research-based, comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to

successfully implement school reform strategies.

(1) WestEd Contract: Administration and staff identified the need to contract with WestEd to assist them in comprehensive school reform. Once funding can be acquired to contract with WestEd, they will be utilized to develop benchmark assessments in partnership with teachers to address core standards. WestEd will help teachers to develop skills needed to design effective assessment tools. Working with teachers to develop these tools, will build teacher's capacity to understand how to modify these tools as needed over time as goals and benchmarks change. Another benefit of this approach is that teachers will understand the connection between what is assessed and how it is assessed. Through this approach teachers will be provided the tools and capacity to individualize their approaches to teaching to effectively meet individual student needs.

To adequately assist teachers in their efforts to transform their approach to student education, WestEd will provide 11 days of professional development training for 7.25 hours/day over the next three years. A primary focus of teacher's intensive professional development will be on English Language Arts, particularly as it relates to working with a large population of English Learners. This focus is based on student data that reflects that ELA is where students struggle most. This problem also bleeds over into mathematics where statistics show areas such as word problems are where students are weakest.

- (2) RTI: As recommended by FCMAT, Lakeside has successfully implemented the RTI model of academic intervention. In the process, Lakeside has developed an explicit plan for on-going program evaluation and extension (e.g. 2010-11 school year will extend grade levels to K 12 with a staff development plan to utilize student data to evaluate program effectiveness, in addition to informing classroom instructional decision making).
- (3) Data Director: The addition of the RTI model changed the school's focus to data-driven assessments; however, the school does not have an adequate data management system to maximize the value of adding RTI. In particular it does not have a good formative assessment for seeing if the school is making adequate progress towards its benchmarks and goals. The school identified Data Director as the right tool to accomplish this task. The Board has approved purchase of the program to be utilized starting with the 2010-11 school year.
- (4) CST: Based on the FCMAT assessment, in 2008-2009, the district contracted through the SELPA a part time counselor to develop SWAT

(School Wide Assessment Team) where 1 day a month was set aside for the team to meet with parents to discuss their child's performance. The team consisted of the Psych/Counselor, the Learning Director, and the child's general education teacher, along with the school nurse or other resources. The district, through CDE's resources purchased the Student Study Team Book to guide the process. SWAT continued into 2009-2010 and has seen success, as defined by students' academic process through the limited data resources that Lakeside.

(5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Financial incentives are being built into Lakeside's budget moving forward commencing with the 2010-11 school year as agreed upon by administration, teachers, and the local bargaining unit. Those incentives will be built into a renegotiated contract as set out in the MOU attached to this grant.

In addition to financial incentives the school promotes flexible work conditions that promote and support teachers to think out of the box. The environment at Lakeside is unlike other schools and attracts newer teachers who are eager to integrate cutting edge technology and curriculum in the classroom. For example, under the leadership of Mr. Pepper, a sixth grade teacher, Lakeside integrated Moby Clickers, Interwrite Pads, and IPod Touches in the classroom to increase student achievement. Mr. Pepper had an interest in seeking out technological educational tools to improve student performance. Lakeside provided an environment that facilitated him in making those changes in his classroom. Under Mr. Pepper's leadership the rest of the teaching staff has seen the advantages of integrating technology in the classroom. In particular, they have seen the value of using wireless responders during exams to instantly see patterns in student performance that assist the teacher to focus their instruction to address key learning problems. In addition, student response to using technology in the classroom has been overwhelming enhancing their classroom experience and engaging them in the learning process.

- (6) Add extended instructional and collaboration time focused at improving student academic success.
 - (1) Extended School Hours: With no additional cost, teachers have agreed that under their current bargaining agreement that extended school hours can be added to extend K 3 hours to be the same as 4 8, as well as starting the school day earlier and integrating breakfast in the classroom to increase student academic performance. These adjustments are slated to begin with the 2010-11 school year.

- (2) Summer School: A sufficient number of teachers have agreed to teach summer school under a separate contract for their services. Summer school is favored by parents, if transportation can be provided, and is seen as critical additional instructional time needed to assist students struggling to meet standards.
- (3) After School Tutoring: A sufficient number of teachers have agreed to provide after school tutoring Tuesdays – Fridays (Mondays are early release teacher collaboration days) on a contract basis. The parent survey reflected that with transportation provided they were interested in having their child receive after school tutoring services by Lakeside teaching staff.
- (4) Pre-K Program: Parents and teachers agree that an early educational foundation is critical to student academic success. With additional resources the school is committed to add a Pre-K program and has identified classroom space needed to accomplish this task.
 - In order to help children gain the social competence, skills, and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, the school's approach to child development and education will be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles. In addition, parents must be invited to become integrally involved in the development of the program's curriculum and approach to child development and education by increasing their child observation skills and to share assessments with staff that will help plan the learning experience. The sooner this process takes place the increase in student success. For Lakeside, stakeholders believe that this should take place sooner than later and instituting a Pre-K program would be a positive step toward early intervention.
- (5) Increased Collaboration Time: Will increase collaboration hours by 60 hours a year by using all Monday afternoons when students have early release to focus exclusively on teacher collaboration.
- (7) Add supporting resources needed to successfully implement the above strategies.
 - (1) School Site Council: Based on FCMAT's recommendation and parents desires to be an integral part of school planning, Lakeside created a school site council that has been an integral part of the planning process. As reflected in the attached agendas and meeting notes

through school site council meetings, parents, teachers, and administrators have worked together to review student performance data and to put together a plan to transform the school from a low-performing school to a high-achieving school.

- (2) Learning Director: Lakeside added a Learning Director position during the 2008/09 school year. The new Learning Director is a former teacher respected by her peers. Teachers have been open to her assistance is identifying and implementing new classroom strategies. In addition, she has played a key role as liaison between the Superintendent/Principal and the teaching staff, helping to build a rapport that has created the foundation for collaborative work moving forward.
- (3) Student Advocate: According to teachers, one of the dilemmas facing Lakeside academic growth for students is their behavior. In order to provide an environment that will stimulate student achievement, Lakeside will create a Student Advocate Position that will be filled by a teacher on special assignment. Teachers felt that a student advocate position needed to be added to address the current lack of consistency with immediate handling of situations. The school implemented Character Counts in the 2008/09 school year, but no one is providing positive intervention to reinforce that focus. Teachers want to stop classroom blow-ups to decrease classroom distractions and thereby increase student instructional time, both for the student involved and others in the classroom.

Commencing with the 2010-11 school year a teacher will be hired as Student Advocate to focus on rewarding positive character behavior, to provide teachers with training on how to more effectively respond to situations in the classroom, and to provide one-on-one intervention with students with a focus on positive rather than negative reinforcements.

A job description has been developed for the new Student Advocate Position. The job will encompass the following duties:

- Support student learning by working with teachers on instructional classroom management; lead Professional Development strategies on classroom management.
- Create and implement a proactive communication system with Parents, Staff and Students.
- Promote and increase parent involvement.
- Counsel and work with students regarding behavior issues that impede their academic progress. Scope of intervention will be focusing on problem solving and natural consequences.
- Lead in establishing and maintaining a positive learning climate

in the school and the classroom setting.

- Train and assist in teaching character development and antibullying techniques.
- Coordinate and supervise student activities (awards assemblies, reward field trips, etc.).
- Be the lakeside PBIS representative.
- Develop a system for student leadership and work with staff on students' recess behaviors.
- Other assigned duties that promote student engagement and a positive learning environment for students.
- (4) Transportation: Lakeside is a small, rural, isolated school making transportation key to student and parent participation in school activities. The daily bus route is 32 miles each direction for a total of 64 miles a day. Parents have reinforced the fact that transportation is a key barrier to their involvement in the school and their student's involvement in increased instructional opportunities such as after school tutoring, summer school, and Pre-K program. To address this problem the district will explore the possibility of using general funds to purchase an additional bus and/or vehicle to expand its transportation services.

(5) Technology:

- Latest technology: Based on positive results in student achievement as a result of integrating the latest technology in the classroom, Lakeside is committing to being a model school utilizing technology focused at student academic success.
 - 1. Year 1 SIG grant: During the first year of SIG grant funding the school intends to extend technology to all classrooms as follows:
 - a. Mount projectors in each classroom
 - b. Add Smart Boards and OnPoint Technology
 - c. Provide Infrared surround sound speakers
 - d. 5 computers for new Pre-K program
 - e. 5 computers for new student advocate center for student advocate use and for parent piece
 - f. Purchase software Rosetta Stone English and Spanish so teachers, especially primary teachers, could learn Spanish to better communicate with parents. Parents were excited about the opportunity to learn English through the school so that they could be an equal partner in their child's education.
 - g. Document cameras for grades Pre-K 3.
 - h. Moby Pad and clickers for remaining classrooms

- Year 2 SIG grant: During the second year of SIG grant funding the school intends to extend technology to all classrooms as follows:
 - a. IPod touches for grades 6 8
 - b. MacBooks for grades 6 8
 - c. Mobile Laptop lab for grades K 3
- ii. Technical Assistance to integrate technology: While some teachers are comfortable and familiar with utilizing technology, others are less so. To assist teachers in effectively implementing technology in their teaching approaches, Lakeside has identified an external local consultant with the ability to work with teachers one-on-one in the classroom.

(6) Additional Classroom Resources:

- i. Teachers are currently provided limited funding for classroom supplies. In order to encourage and assist teachers to implement creative classroom strategies the school intends to increase each teacher's supply budget from \$250 annually to \$1,000. Teachers concur that this would be a positive move and provide them with greater flexibility in teaching their students.
- ii. Provide newly identified technology, curriculum, and resources as possible. Lakeside will continue to encourage its teachers to think outside the box and as resources can be identified will support teachers in identifying new technology, curriculum, training, and other resources targeted at improving student academic achievement.

(7) Parent Engagement and Education:

- i. Create a Parent/Community Liaison position to work with parents. Through stakeholder input and research it was clear that parent engagement in the educational process was key to student success. For this reason, Lakeside has included in its transformational plan a dedicated staff person to work with parents and community. This position has been included as part of the school's 2010-11 budget.
- ii. In order to assist the Parent/Community Liaison in building parent capacity, Lakeside has negotiated a contract with KCOE to oversee a planning process to develop parent involvement practices and policies to support student academic success.
- iii. In order to assist parents in being equal partners in their children's education, Lakeside will work with Parent Institute for Quality Education (PIQE) to institute parent training. PIQE will acquire grant funding to cover the majority of the cost, making the program affordable for Lakeside. Parents have resoundingly concurred that this would be beneficial for them, and are excited that the school values them as a partner in their child's

education.

iv. Recruitment, Screening, and Selection of External Providers

Response:

Lakeside intends to use external providers to deliver the following services:

- Consultation Services for School Transformation
- Parent Engagement
- Parent Education
- Integration of Technology in the Classroom

<u>Consultation Services for School Transformation</u>: Lakeside recognizes that to undertake the intensive changes needed to successfully transform its school it needs to contract with an entity with the expertise to assist them. The importance of this contract to the transformation process is reflected in the fact that twenty-five percent of the SIG budget is allocated to cover its cost.

Lakeside's implementation of its transformation model began in 2008 with the hiring of a new Superintendent/Principal. At the direction of the district's Board of Trustees, Mr. Ellis began a planning process intended to result in drastic changes to the district's approach to educating its students. The plan ultimately developed by the district resembles what is now being referred to as a transformation model. A key component of the district's plan they identified the need to acquire assistance from experienced consultants, through a services contract, to help the school successfully transform. The planning team identified the necessary qualifications for this contract, which were as follows:

- Certified to provide intervention and support services to California's state monitored schools:
- Provided school and district improvement services for more than ten years in several states with demonstrated success in turning around low-performing schools and districts with similar demographic populations;
- Served as an approved School Assistance and Intervention Team provider, certified to provide intervention and support services to the California's state monitored schools;
- Ability to conduct an academic program needs assessment based on the California Department of Education's Academic Program Survey, writing a Report of Findings and Corrective Actions, monitoring the implementation of the Corrective Action Plan, and providing ongoing technical assistance and support.
- · High quality research and evaluation capacity;
- Understands and has a familiarity with the district's demographics and challenges;
- Ability to address specific challenges and take advantage of existing assets while building on proven strategies to support student learning, and

 Ability to conduct a thorough needs assessment, work with the district to prioritize needs and write an action plan, providing professional development and coaching focused on implementation of the action plan, and monitoring implementation, working with the district to make course corrections where needed.

After identifying the qualifications for this contract, Lakeside identified only a handful of potential candidates that met the delineated criteria. Candidates were then screened based on proximity, cost, recommendations of other school administrators, and fit with the school's culture. The Superintendent/Principal, Business Manager, and Bargaining Unit Representative were responsible for evaluating candidates to determine which entity to work with. After conversations with candidates and a thorough and rigorous review of their experience and approach to school reform, it was determined that only one provider, WestEd, was a fit for Lakeside. The school's teachers, Board, administrators, and other stakeholders concurred with this decision.

At Lakeside's request West Ed developed a comprehensive proposal for consultation services for school transformation that were specifically tailored to address Lakeside's issues and targeted to improve Lakeside's student academic performance.

WestEd's experience in working with turning around low-performing schools reflects that schools that are successful in their transformation efforts exhibit six characteristics as follows:

- They have effective school leadership.
- They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices.
- They provide a rigorous, standards-based curriculum and use formative assessments to understand student learning and guide instruction.
- They incorporate targeted, ongoing professional development to ensure instructional quality and hare best practice.
- They have created a safe school environment and a supportive climate of mutual trust.
- They align all of their fiscal and human resources to support student achievement.

In WestEd's work with low-performing schools, these six characteristics serve as key objectives that a school must meet if it is to significantly improve its performance. While some school-change efforts focus on just one or two of these areas (e.g. strengthening leadership, improving curriculum and instruction), WestEd recognizes that all are essential to dramatic and rapid improvement and, equally important, all must coalesce into a singular focus on improved student learning (Bryk, et al, 2010). In addition, three key operating principles will frame how they work with Lakeside:

Reciprocal Accountability: The WestEd school improvement strategy employs the
concept of reciprocal accountability, which holds that all stakeholders must be
held accountable to high and clearly defined expectations. In schools they work

with, teachers, administrators, staff, as well as the external support providers who help set the expectations, participate in regular evaluations of their work.

WestEd believes that "low-achieving schools" do not exist in isolation. They cannot be turned around without strong district support in areas such as human relations, professional development, student safety, procurement, technology, and learning materials. The approach is to define the specific supports that are needed and to build the district's capacity to ensure individuals and offices are capable of providing these supports in a reliable and consistent fashion with reciprocal accountability.

Local Stakeholder Support: The kind of dramatic change necessary to transform low-performing schools requires high levels of trust and strong support from teachers, school administrators, parents, the community and district staff. Building broad-based local support can only be established through ongoing dialogue and collaboration. Prior to formal engagements with a school, WestEd meets with local stakeholders and listens to their perspectives on the challenges that lie ahead. The WestEd Team invites participants to describe the school's assets—programs and practices that should be expanded because they are improving student achievement.

Throughout the partnership, WestEd Teams build local stakeholder support and sustain trusting relationships by being transparent about the improvement effort and progress being made in meeting mutual goals, and by providing regular opportunities for stakeholder feedback.

Implementation is key: Although WestEd strongly believes that a well-crafted Action Plan, based on clearly identified needs, is crucial to a schools eventual success, the plan is only the first step. What their experience and research tell them is that most plans are never fully implemented, and their intended benefits remain elusive. To avoid this pitfall, they are relentless in their insistence that agreed-upon plans be implemented as designed or modified if necessary.

The activities WestEd emphasizes in regard to implementation are based on the work of Dean Fixsen and his colleagues at the National Implementation research Network. They have drawn from a broad base of research in sociology, psychology, and medicine to define implementation as a specified set of activities and steps to move a program to sustainability. (Fixsen, 2009) They have identified several core components, referred to as *implementation drivers*, which are key to successful implementation and sustainability. These components include the follow:

- Staff selection;
- Pre-service training;
- · Ongoing coaching and consultation;
- Staff performance evaluation;

- Program evaluation;
- Facilitative administrative supports, including using data systems to support decision-making, leadership, and keeping staff focused, and
- Systems interventions.

WestEd's philosophy, as stated above, and their success in transforming other low-performing schools, were the reasons that Lakeside selected WestEd as its service provider. Lakeside is excited about embarking on the transformation process with their assistance. However, although Lakeside identified the right external provider to help them in their transformation process, they have been unable to afford their services. Quality comes with a high price tag. While Lakeside believes that the value of those services would far exceed their costs, they are forced to deal with the realities of being a small, rural, poor school that lacks the resources to pay a contractor approximately \$1,000,000 over a three-year period to do the work needed to turn their school around. When the opportunity for SIG funding became available through this grant opportunity, Lakeside jumped at the chance. Implementing this piece of their transformation plan is critical to their success. With funding, WestEd and Lakeside (as well as its key stakeholders) are ready to commence immediate implementation of their developed plan for school transformation.

Parent Engagement: A similar process to the one enumerated above was utilized by the planning team to determine who to contract for support services to assist the school in revamping its efforts focused on parent engagement. While WestEd offers these services, they concurred that the district would be better served by working with local contractors with an intimate knowledge of the community being served. In addition, it was important that any assistance with respect to parent engagement be delivered by contractors in the region. WestEd is a San Francisco-based firm located approximately 4 hours from Lakeside. The advantage of a local contractor is ease of access to ongoing and immediate assistance for both staff and parents. Effective parent engagement is a long-term process that requires patience and process over time, making proximity of the service provider pivotal to success.

The transformation plan calls for contracting with a consultant to oversee the development of new parent involvement policies and practices, and provide mentoring to the staff member designated for the newly created Community/Parent Liaison position. To identify the right consultant the planning team identified the following qualifications necessary in the successful candidate:

- Master's degree in education plus teaching and school administration experience working with diverse learners in a rural community setting;
- Demonstrated knowledge and experience in increasing student achievement of diverse students especially those in primarily immigrant communities (i.e., closing the achievement gap);
- Demonstrated experience in leading research-based school/continuous improvement activities directed toward closing the achievement gap;
- Developing and delivering professional development based on identified needs of

the school staff and students

- Creating and implementing parent/community engagement activities and programs that establish and support an inclusive and collaborative school culture focused on student learning and achievement;
- The ability to effectively engage parents/community around a common mission utilizing shared leadership from the outset;
- · The ability to effectively work with a variety of constituency groups, and
- Consistent and explicit student-centered focus/lens that guides communication, interactions, and decisions.

Given the district's location in rural Kings County (a small, primarily rural county itself) poses difficulty in identifying consultants with the qualifications identified. A review of available consultants in the area by the planning team reflected that Kings County Office of Education's (KCOE) Carmen Barnhart was the individual best suited to deliver these services. Along with other small schools, Lakeside is part of a consortium of schools that are provided technical assistance by KCOE. In her ongoing role as a technical assistance provider, Ms. Barnhart has had a positive working relationship with Lakeside staff, administrators, and teachers reflecting that she has the requisite experience to deliver the services needed. KCOE has agreed to contract out her services to provide Lakeside with a significant amount of her dedicated time to oversee the new parent involvement practices and policies and to act as a mentor to the new Community/Parent Liaison to ensure her success in positively engaging parents in supporting their children's education.

Parent Education: In addition to consulting services to assist in the development and implementation of new parent involvement policies and practices, the transformation plan also calls for instituting parent education pieces aimed at increasing their capacity to be an equal partner in their child's education. An overwhelming majority of parents do not understand the American education system and therefore do not trust the establishment and shy away from interacting with it. Lakeside therefore has made a commitment to educate parents about how to navigate the educational system. From parents first contact with the school system they will be invited to parent training opportunities aimed at helping parents fulfill their desires for their children's success. To assist Lakeside in this process they investigated regional providers of parent education with targeted, proven results for student academic achievement.

To identify regional providers Lakeside looked for a local organization with the following qualifications:

- Ten or more years of providing parent education focused on enabling parents to help their children succeed in school;
- · Research-based proven results;
- Experience working with similar demographics, and
- Positive reputation with school administrators.

A search by administrative staff identified only one local organization with that met the

requirements set forth by the planning committee. That organization was the Parent Institute for Quality Education (PIQE). PIQE began in 1987 as a result of discussions with parents of a predominantly Latino elementary school in the San Diego area, who wanted to address conditions that prevented their children from succeeding in school. Armed with information from those meetings, PIQE founders launched the organization's first program: targeted class workshops for parents of K-12 children. Those workshops evolved into PIQE's signature program, the Parent Engagement Education Program (PEEP), a nine-week program delivered to parents in their primary language which helps them become educational advocates and supporters of their students.

PEEP was launched in other schools in San Diego, then throughout California. As PIQE has grown, it has added additional offices and programs to help more families offer support so that their students can succeed academically. PIQE now operates 14 offices in five states, including licensee offices, and offers classes in 16 languages by professional PIQE facilitators, who are members of the communities they serve. They have a Fresno Office that provides programs in all three of the languages representative of Lakeside's parent population—Spanish, English, and Hmong.

True to the organization's mission, the PEEP program educates parents on how to foster a positive educational environment for their children both at home and at school. The program, which lasts nine weeks, is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating ongoing dialog with their kids' surrounding their academic successes and challenges; and more. Creating a bridge between home and school is also emphasized. Parents learn how to navigate the school system, and other information vital to academic success of their children. The class series culminates in a parent group meeting with the school principal, followed by a PIQE graduation ceremony. Parent graduation is a celebration that is typically very powerful to parents who may not have a formal education, and an opportunity for children to see their parents as graduates themselves.

Since PIQE's inception, numerous studies have been undertaken to determine the efficacy of its programs. Time after time, the findings prove that PIQE's programs work to increase children's academic success. In particular, they have had resounding success with the Central Valley's immigrant communities making them the ideal fit for Lakeside's parent population.

Integration of Technology in the Classroom: An advantage of being a small school is the ease of integrating technology in the classroom. There are fewer classrooms involved, making it relatively inexpensive to purchase the newest technological educational tools available. However, getting technology into the classroom is only half the equation. In order to see the benefits that the technology possesses, teachers need to know how to use it effectively. For some teachers, this is an easy task. For others it can be overwhelming. The purpose of putting technology in the classroom is to help, not hinder,

teachers in pursuit of their students' improved academic performance.

In order to address this barrier, Lakeside identified the need to hire an outside contractor to come in and work one-on-one with teachers to show them 1) how to use the technology provided, and 2) how to use the technology in an effective manner to achieve improved student performance. To achieve these results, the planning team identified the need to hire a local contractor with the flexibility to meet with teachers during classroom hours, as well as, outside classroom hours to accommodate their needs. The other qualifications identified by the team were as follows:

- Experience as a teacher in a rural community setting with similar demographics;
- · Familiar with utilizing technology in the classroom, and
- Proven experience in utilizing technology to improve academic performance.

This is a relatively small contract, therefore the planning team felt comfortable with utilizing the services of Theresa Dias. Ms. Dias is a former teacher with previous experience in setting up a school district's classrooms with technology. In addition, as a technology-savvy and experienced teacher she knows how to effectively work with teachers to enable them to effectively integrate technology in the classroom. Ms. Dias has the qualifications identified, as well as a proven track record with Lakeside based on their prior working relationship. She is the ideal candidate and already has a rapport with the teachers with whom she will be working.

v. Alignment of Other Resources with the Selected Intervention Models Response:

Lakeside began implementing its transformation model in July 2008 with the hiring of its new superintendent/principal, Dale Ellis. The district realigned resources to implement components of the plan as follows:

- Title I:
 - Purchased new technology
 - Developed new student computer lab
 - Provided teachers with laptops and projectors
 - Purchased document cameras for upper grades
 - Purchased responder for upper grades
 - Purchased web camera
 - Purchased North West Evaluation Association (NWEA) to conduct student benchmark assessments
 - Integrated RTI—Response to Intervention used to assess student's reading skills in order to provide targeted intervention
 - Integrated DIBELs-- Dynamic Indicators of Basic Early Literacy, an assessment program to identify student literacy weaknesses, with weekly testing and progress monitoring components for grades K – 2
 - Teleparent (voice communication system for mass calls to parents)
 - Purchased Language of Literature for Sixth Grade to align with 7th and 8th grade curriculum

- Purchased Grade Link
- Character Counts
- Contracted for ClubZ tutoring services
- Title II:
 - NWEA training
 - Math training
- Title III:
 - Purchased new math curriculum.
- Enhancing Education Through Technology Grant:
 - Send teacher to Computer-Using Educators conference for training to integrate technology in the classroom (two conferences)
- Special Education:
 - Created a learning center
- Lottery:
 - Added Peacebuilders to provide students with community learning experiences
- CBET (Community Based English Tutors):
 - o Added parent English Literacy classes
- Categorical Flexibility:
 - o Added part-time PE teacher (shared with Kit Carson School District)
- Transportation:
 - Added after school transportation in support of new after school programming available through a partnership with KCOE
- Differed Maintenance Account:
 - Paint and beautify school
- State Stabilization:
 - Contracted with KCOE for a part-time school psychologist
- Migrant:
 - Purchased Step-up-to-Writing
- Kings County Office of Education:
 - Provided professional development
 - o Provides after school program

Lakeside has moved forward with its transformation plan by implementing non-monetary

components (e.g. develop a school site council, extend instruction time, add breakfast in the classroom, etc.), as well as utilizing the above resources to add additional components. The district is dedicated to continuing its efforts to turn around Lakeside Elementary's student performance. The district will continue to seek out additional funds, as well as utilize existing funding streams when possible to assist in this endeavor.

In 2009 the district received monies under the American Recovery and Reinvestment Act (ARRA) (e.g. Title 1 ARRA, Special Ed ARRA, etc.). Unfortunately, at the same time the district's other traditional funding sources were reduced by an almost equal amount. That fact combined with declining enrollment resulted in the school having fewer dollars available. Despite that fact, the district carved out dollars to do what was needed to move its plan forward as best it could with limited resources.

If Lakeside is successful in obtaining a SIG grant it intends to take full advantage of those grant funds to move its plan forward in a comprehensive, rather than piece-meal, manner. To do that, the district would utilize SIG funds alone to add all of the key remaining components of the plan. No other resources would be used to fund these additional components because the remaining components have not been implemented by the district for lack of available resources. Without SIG funding Lakeside will be unable to tackle the largest, and most important, components of their transformational plan. While Lakeside would not be aligning other resources to implement the new components being funded under this grant, if awarded, they are dedicated to continuing to support existing investments and seeking additional opportunities to augment the key components to be implemented. In particular, Lakeside will continue to look at how it can use its Title I, Title II, Title III, Special Education, Lottery, Categorical Flexibility, School-Based Coordinated, and transportation funds to further the transformational plan.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Response:

Not applicable; however, Lakeside follows the DAIT model under direction of the Kings County Office of Education, Curriculum Administrator Alice Patterson. Under her direction, the district adopted the model for positive culture and instructional change. Accordingly, each of the district's transformational model is aligned with the DAIT model.

vii. Modification of LEA Practices or Policies

Response:

The key policies and practices to be revised to support a successful transformation are: 1) administrator evaluation, 2) teacher evaluations, 2) collective bargaining agreement, 3) parental involvement, 4) LEA plan, and 5) Single Plan for Student Achievement (SPSA).

Method of Administrator Evaluation: The success or failure of Lakeside Union's Transformation Model's implementation rests largely upon the abilities of its chief administrator. For Lakeside Union that person is Dale Ellis, Superintendent of Lakeside Union Elementary School District, as well as Principal of Lakeside Union Elementary School. As a single school district these functions are jointly held by one person. Evaluating his performance is central to holding him equally accountable as teachers, but also necessary to ensure that the school's movement towards transformation is realized.

Currently, Mr. Ellis' contract as Superintendent calls for an annual evaluation as follows: The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between Superintendent and the Board. This evaluation shall be based on the duties of the position, the job description and any mutually agreed upon district goals and objectives. The evaluation process is to be conducted as follows: The Superintendent shall initiate the evaluation process. To initiate the evaluation process, the Superintendent shall inform each member of the board in writing of the need for a written evaluation and suggest a time line for completion of the evaluation. In addition, the Superintendent shall complete a written self-evaluation. This self-evaluation shall include a review of any action plans presented at previous evaluations and shall include a report to the Board regarding the "State of the District." If the Board concludes that Superintendent's performance is unsatisfactory, the Board shall identify in writing specific areas where improvement is required and provide written recommendations for improvement. Such written recommendations and specifications for improvement shall be provided within 30 days of completion of the evaluation. The Board may conduct more than one written evaluation a year.

There is no current policy specific to Mr. Ellis' role as the principal of Lakeside Union Elementary School. Historically, his annual evaluation has included a review of all of his roles, as both Superintendent and Principal. However, as Lakeside moves forward with implementing its transformation, the district firmly believes that it is important to develop an explicit set of expectations for Mr. Ellis' role as principal, in particular with respect to his role in evaluating and developing teachers. Action steps to achieve this goal include creating an evaluation form and an evaluation process to review the principal's work. This new form and evaluation process will be aligned with the California Professional Standards for Educational Leaders. Lakeside proposes to work with an outside consultant with expertise in this area to develop the new form and process.

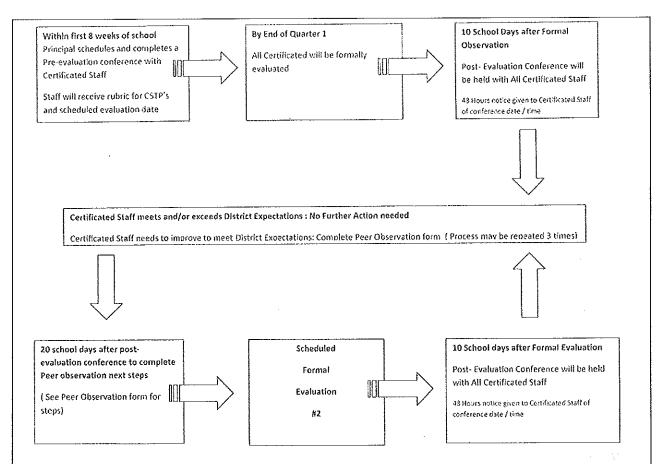
The new process will include multiple components that demonstrate the administrator's level of attainment of standards. These multiple components will include the following: walk-throughs and observations of the administrator (e.g., interaction with staff, meetings with parents, community, students); a role for peers to observe and offer feedback; teacher and staff feedback (collected through surveys, at different points throughout the year, with questions developed based on the standards that fit with their perspective); parent and student feedback (collected through surveys, at different points throughout the year, with questions developed based on the standards that fit with their

perspective), and student outcome data.

Method of Teacher Evaluation: A key component of Lakeside Union's Transformation Model is the redesign of its teacher evaluation process. Lakeside's Superintendent/Principal is working jointly with teachers, through their bargaining unit liaison, to develop an evaluation process within a true performance management framework, including multiple measures of effectiveness (both formative and summative), student outcome data, parent and student input, and an enhanced assessment of instructional quality.

To aid in the evaluation process it is necessary to develop a new evaluation form. A draft evaluation form is attached to this grant, but will be further refined with the help of an outside contractor. Once developed (jointly with the outside contractor, administration, and teachers) it will be presented for approval by the Local Teacher's Association and Lakeside Union Elementary School District's Board of Trustees. Once approved by both parties it will be implemented commences with the start of the 2010-11 school year. All parties are committed to developing and adopting a new teacher evaluation form and evaluation process which will do a better job of assessing teacher performance and to identify specific areas of weakness that the teacher needs to address with the assistance of targeted resources provided by the school to support the teacher in meeting expectations.

The following flow chart reflects the initial start of designing a new teacher evaluation plan that will meet administration's need to hold teachers accountable, yet at the same time ensure that teachers are provided proper evaluation feedback, targeted evaluation feedback, mentoring, peer support, and other tools to support their success. Through a series of evaluation processes a teacher whose performance initially does not meet expectations will have up to three cycles of observation, assistance, and evaluation before they would be provided notice of contract cancellation.



Collective Bargaining Renegotiations: In order for Lakeside's transformation model's implementation to be successful it will require renegotiations to the teacher's collective bargaining agreement. While the plan calls for major changes in how the school functions, the only change that presents a conflict with the existing contract is the change to teacher evaluations, as noted above. While these renegotiations have not been final, there is open communication between the bargaining unit's school representative and administration. As noted in the attached Memorandum of Understanding the parties have the mutual goal of improved student academic performance, and are committed to working together to refine the current contract as needed to add an approved comprehensive teacher evaluation form and process to be implemented commencing with the start of the 2010-11 school year.

In addition, while specific renegotiations to the bargaining contract may not be necessary to implement the other components of the transformation plan, the collective bargaining unit has been, and will continue to be, an integral part of the conversations that lead up to the plan design and its implementation.

<u>Parent Involvement</u>: Lakeside and its stakeholders recognize that parents are a key part of their child's education and have a tremendous impact on their child's success both in and out of the classroom. Developing a parental involvement policy with the participation of parents is a key part of the school's transformation plan. This policy will:

Involve parents in helping to develop the LEA Plan.

- Involve parents in the process of school review and improvement.
- Provide Lakeside Union with the assistance necessary to plan and implement effective parental involvement activities that will improve student academic achievement and school performance (e.g. "Curriculum of the Home" education and implementation and support).
- Build Lakeside's capacity for strong parental involvement by
 - Helping parents understand the state academic content standards and state assessments.
 - Providing materials and training to help parents work with their children to improve their children's academic achievement.
 - o Involving parents in school activities, especially academically related ones.
- Educate teachers and other staff, with the assistance of parents, about:
 - Recognizing the value and usefulness of parents' contributions.
 - Reaching out to, communicating with, and working with parents as equal partners.
 - o Implementing and coordinating parent programs.
 - Building ties between parents and the school.
 - Ways to support the "Curriculum of the Home" in the school-environment.
- Coordinate the parental involvement program with other programs such as Migrant Education, etc.
- Provide reasonable support for parental involvement activities under Title I as parents may request.
- Conduct with the help of parents, an annual evaluation of the parental involvement policy and its effectiveness in improving the academic quality of Title I schools.
- Identify barriers to greater participation by parents in activities authorized by Title I
- Submit parents' comments to the California Department of Education if the LEA Plan is not satisfactory to parents.

The district has only one school, Lakeside Elementary School is a K-8 school, which limits the school's available resources. The school is located between the cities of Hanford and Corcoran in the middle of farmland. The school serves 349 students consisting of 73% Hispanic, 15% Black, 10% White and 3% Asian, making it one of the most diverse student body populations in the county. Students come from farmworker families, farmers' children and a notable amount of Hmong. Its Free and Reduced Meal rate is a staggering 93.4%, reflecting the level of poverty among its student population. These factors (demographics, poverty, school's remote location, and the school's lack of resources to adequately address these issues) result in little parental involvement with the school.

To address the lack of adequate parental involvement, the district included in its transformation plan a focus on reframing family engagement by working with both parents and teachers to create practices and policies that make the student's education a shared responsibility. This will be done through a systemic approach based on results-driven, purposeful connections to learning by focusing on learning, improvement,

accountability, and innovation. Generating and providing both parents and teachers with transparent data to assess student progress will be key to this process.

The start of this process will begin with creating a school environment that is inviting and accessible for parents. A back-to-school family barbeque will launch this new approach. Parents and their family members (who generally live closer to town) will be provided bus transportation to the school to participate in the event. Food will be prepared and served by school staff, along with normal back-to-school activities. In addition, parents will be invited to complete a survey to identify where the school is with respect to a family-school partnership. A copy of the survey is attached to this grant, and is available in Spanish as well as English to accommodate parents' language needs. The evening will also provide an opportunity for parents to meet the Parent/Community Liaison, a newly created full-time position within the district. The Parent/Community Liaison will have access to parents and begin the process of identifying parents for inclusion on an action team.

The parent involvement policy will be developed under the direction of the Parent/Community Liaison with the assistance of the Kings County Office of Education (KCOE). Lakeside has a long-standing working relationship with the KCOE. As a small school district it draws talent from KCOE to assist in achieving student academic performance. These services are targeted to meet Lakeside's specific needs. Staff provided by KCOE are well-versed with both Lakeside's issues, as well as its student population. In other words, they know the school, community and in particular the parent issues. KCOE is able to provide responsive services in both a timely and economical manner. KCOE will provide staff to oversee the initial development of the parent involvement policy and will mentor and provide resources as needed to the Parent/Community Liaison to ensure successful development of the policy and its implementation.

LEA Plan: The purpose of the LEA improvement plan is to address the deficiencies in the LEA that prevent students in its schools from achieving proficiency in the core academic subjects of reading and mathematics. Improving the centralized leadership structure of a school district is difficult and complex work. The improvement plan analyzes and addresses LEA insufficiencies as they relate to leadership for schools, governance, and fiscal infrastructures, as well as curriculum and instruction. The planwriting process should result in a determination of why the LEA's previous efforts to improve were ineffective and a framework of detailed action steps to improve on those efforts. Since the purpose of the transformation model to address these same issues, it is important that they be aligned.

Single Plan for Student Achievement (SPSA): The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. As part of the school's transformation model implementation, Lakeside will in compliance with the grant terms, modify its SPSA to ensure that it aligns with the transformation models student improvement goals and

objectives as well as with academic standards set by SBE.

<u>Timelime and Steps to Put New Policies in Place</u>: The timeline for developing the required new policies and commence implementation is set out in the table below.

Activities	Timeline
Commence discussions with teachers and LTA re: new teacher evaluation process	Commenced beginning of May 2010
Contract with Kings County Office of Education to oversee development of parental involvement policies and practices	On or before August 30, 2010
Begin the process of working on new parental involvement policies and practices	On or before August 30, 2010
Contract with WestEd to develop a new administrator evaluation process	On or before September 30, 2010
Submit LEA Plan amendment and Single Plan for Student Achievement to the CDE	On or before October 1, 2010
New evaluation processes developed for administrator	On or before February 28, 2011
School Board approves new evaluation processes for both administrator and teachers	On or before March 31, 2011
Board begins implementation of new administrator evaluation process	On or before April 30, 2011
Contract with WestEd to assist in refining the new teacher evaluation process and forms	On or before April 30, 2011
Open discussions with Bargaining Unit concerning changes to teacher evaluation process	On or before April 30, 2011
Work with and get Bargaining Unit approval of new teacher evaluation process and forms, and renegotiate and modify contract as needed to support the new process	On or before June 30, 2011
Board approval of the new teacher evaluation process and forms	On or before June 30, 20111
Parental involvement policies and practices completed	On or before June 30, 2011
Superintendent/Principal begins implementation of the new teacher evaluation process	On or before August 30, 2011
Board approval of new parental involvement policies and practices	On or before August 30, 2011
Begin implementation of new parental involvement policies and practices	On or before August 30, 2011

viii. Sustainment of the Reforms after the Funding Period Ends Response:

Lakeside requests the ability to implement a waiver to extend available SIG grant funding through September 30, 2013, in order to allow the district additional time to fully

execute its plan.

Lakeside is committed to sustaining its transformation efforts beyond the grant term. Sustainability planning will be a significant part of the transformation plan implementation. It will take a large infusion of resources to ramp up the plan, but with time the cost to move the plan forward will lessen. However, there will still be a need to budget for increased future expenses as a result of successful implementation. That means supporting the ongoing components of the plan implementation beyond the grant period, as well as adding any components that are identified during the implementation phase as needed to augment that plan.

Proper planning calls for addressing the issue of sustainability from the commencement of the grant, rather than at its end. For this reason, the district will focus staff time toward developing a long-term strategy for meeting the fiscal needs of running a high-achieving school, including assistance by consultants to look at ways to maximize the school's available budget by means of braided-funding of otherwise categorical funding streams.

As a single school district, Lakeside has had the advantage of budget flexibility. Historically, the district has used categorical flexibility to get the most out of every dollar available. The district will continue to allocate its funds, such as Title I, Title II, and transportation funds to support the ongoing expenses of the district, as well as the new plan components. In addition, new dollars will be sought to continue to provide high-quality professional development and integrate new technology and innovative strategies in its classrooms.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response:

The School Improvement Plan (see copy attached), put in place with the assistance of the School Site Council (including the participation of administration, teachers, and parents) sets forth the following challenging goals adopted by Lakeside:

Overarching Goal: Increase student achievement and close the achievement gap. By 2010 56.8% of all students, including significant subgroups, will achieve "proficient" or above as measured by the California Standards Test in English Language Arts and 58% of all students, including significant subgroups will achieve "proficient" or above as measured by the California Standards Test in Mathematics.

Goal Number 1: Implement effective standards-based instruction that addresses the needs of all students, thus provide equity in opportunity for all students to meet or exceed grade level standards.

Expected outcomes:

Reading Language Arts (including reading, writing, grammar, spelling, read

- aloud, and shared reading) teaching points will be derived from California Standards.
- Intensive students will participate in explicit reading instruction and will progress
 in reading level. Teachers will monitor progress of all students including English
 Learner and Migrant Students, at least on a monthly basis.
- Students are provided with appropriate instructional time in both subjects.
- Essential standards/units will be instructed prior to state testing.
- Students will participate in explicit mathematics instruction and will increase understanding towards math standards. Teachers will monitor progress of intensive students on a regular basis.
- Implementation of K-3 intervention, during the school day, in order to increase student achievement.
- Daily English language development instruction is provided to English Learner using a deployment model in grades 2 – 6 and embedded throughout the school day for grades K – 1, in order to increase English Proficiency.
- Students will be able to articulate purpose of instruction and what they learned daily.
- Teachers will be able to summarize student goals and provide documentation that shows the goals directly impact student academic needs in all subject areas.

Goal Number 2: Develop and utilize an assessment and monitoring system that informs teachers of students' progress and effectiveness of instruction.

Expected Outcomes:

- Monitor the learning of all students (including English Learner and Migrant Students) and progress.
- Monitor the learning and progress of intensive need students (including EL and Migrant).
- Systematically monitor the learning and progress of intensive need students (including EL and Migrant) and progress towards meeting standards.
- Monitor classrooms for attendance. Reward monthly attendance for 100% attendance.
- Monitors students Behavior Intervention Plans and reward for appropriate behavior.

Goal Number 3: Build and sustain leadership capacity that supports continuous instructional and school improvement. Incorporate professional development, collaboration and coaching for instructional effectiveness and increased teacher capacity.

Expected Outcomes:

- Greater Teacher capacity for providing effective standards-based instruction that meets the needs of all students.
- Building capacity of instructional leadership team.
- Develop leadership and teacher capacity to implement vocabulary instruction

- using the Houghton Mifflin curriculum.
- Increased teacher capacity to provide explicit direct instruction based on student need.
- Increased teacher capacity to provide explicit instruction based on a student need.

x. Inclusion of Tier III Schools (if applicable)

Response:

Not applicable

xi. Consultation with Relevant Stakeholders

Response:

Lakeside's transformation process started in July 2008 at the insistence of stakeholders, including parents, students, teachers, and the community. At that time stakeholders weren't presented with the four models now being presented as options to low-performing schools. Stakeholders though identified strategies that were right for Lakeside that mirror the transformational model. Early implementation of that model has resulted in student academic gains, and the support and approval of parents, teachers and students.

Although the current efforts to transform the school are still underway, as required Lakeside presented to its stakeholders the four models (closure, restart, turnaround, and transformational) for consideration as part of its SIG grant application. Lakeside presented the four models to its Board of Trustees, to its School Site Council, to its teachers and staff. The results of each of these meetings was a resounding endorsement of the transformational model, to continuing its existing efforts, and with SIG grant funding adding additional components in line with this model. (See attached agendas and meeting minutes.)

As required, Lakeside advertised and had two public meetings inviting parents, teachers, staff, and the community at large to provide input on its SIG grant application. The first of these public meetings took place as part of a Board of Trustees meeting, conducted on May 13, 2011. Feedback from parents, teachers, community, and Board members was that the SIG grant transformation model was what the district was already doing anyway. Participants expressed their excitement that there was funding available that could augment the district's limited funding to move its transformational plan forward. Everyone expressed their feelings that the plan underway was working, but that the SIG grant funding would provide the resources needed to implement the plan quicker and in a more comprehensive and effective manner.

The second public meeting was targeted at parents and was held on xx at the Gardenside Elementary location in the evening so that it would be accessible to parents. Parents were advised of the meeting by May 14, 2011. Parents in attendance stated that they continued to be supportive of the efforts the school was taking to transform

itself. They concurred with the input from the Board meeting the night before that what the school was doing was essentially the transformational model, that it was working, and that SIG funding was a wonderful opportunity to finally do the big pieces of the plan. Parents were strongly supportive and believed that the plan would help their children succeed academically. In addition, parents were excited about the new parent pieces that they thought would enhance their ability to be an equal partner in their child's education.

To get additional input from parents on the school's intention to add summer school, parent engagement/education, pre-k program, after school tutoring and Saturday School, the school sent home parent surveys. Parent feedback reflected that parents were not interested in Saturday school, but were very supportive of all of the other program enhancements if transportation were available. The school listed to parent feedback and included all but Saturday school in its SIG grant application.

SIG Form 4a-LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010-11

Revised May 5, 2010

Name of LEA: Lakeside Union Elen	nentary School District
County/District (CD) Code: 16-63966	
County: Kings	
LEA Contact: Dale Ellis	Telephone Number: 559-582-2868 Ext. 101
E-Mail: dellis@kings.k12.ca.us	Fax Number: 559-582-7638
SACS Resource Code: 3180 Revenue Object: 8920	

Object Description of	SIG Funds Budgeted			
Code	Line Item	FY 2010-11	FY 2011–12	FY 2012-13
1000-	Certificated Personnel Salaries			
1999				
2000-	Classified Personnel Salaries			
2999				
3000-	Employee Benefits			
3999				
4000-	Books and Supplies			
4999				
5000– 5999	Services and Other Operating Expenditures			
6000 <u>–</u> 6999	Capital Outlay			
7310 &	Transfers of Indirect Costs	78,445	73,582	63,933
7350				
7370 &	Transfers of Direct Support Costs			
7380		78,445	73,582	63,933
Total Amo	unt Budgeted	10,440	10,002	00,000

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SIG Form 4b-School Projected Budget

School Projected Budget

Fiscal Year 2010-11

Name of School: Lakeside Elementary	
County/District/School (CDS) Code: 601	0508
LEA: Lakeside Union Elementary School District	
LEA Contact: Dale Ellis	Telephone Number: 559-582-2868 Ext. 101
E-Mail: dellis@kings.k12.ca.us	Fax Number: 559-582-7638
SACS Resource Code: 3180 Revenue Object: 8920	

Object	Description of	SIG Funds Budgeted		
Code	Line Item	FY 2010-11	FY 2011–12	FY 201213
1000–	Certificated Personnel Salaries	201,706.74	340,620.92	342,425.85
1999				
2000-	Classified Personnel Salaries	37,114.24	100,838.31	103,291.39
2999				
3000-	Employee Benefits	60,284.17	98,429.65	102,096.85
3999				
4000-	Books and Supplies	217,074.88	41,206.64	41,206.64
4999				
5000– 5999	Services and Other Operating Expenditures	397,030.93	275,510.93	155,250.93
6000-	Capital Outlay		77,533.54	
6999				
7070 3	T (
7370 &	Transfers of Direct Support Costs			
7380		040 044	004440	744070
Total Amo	unt Budgeted	913,211	934,140	744,272

Revised May 5, 2010 8/25/20103:14:37 PM

SIG Form 5a-LEA Budget Narrative

LEA Budget Narrative

Activity Description	Subtotal (For each activity)	Object Code
(See instructions)	(For each activity)	731000
Indirect charged to the School budget based on 8.59%	;	731000
indirect cost rate of 2010/2011		
2010/11 \$ 913,211 @ 8.59%	78,445	
2011/12 856,606 @ 8.59% (+\$77,534 no indirect)	73,582	
2012/13 744,272 @ 8.59%	63,933	
2012/10 / 11,212 @ 0.0070		
		1
		1
		İ

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Revised May 5, 2010 8/26/20107:51:18 AM

School Projected Budget: Lakeside Elementary		<u>.</u>
Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Certificated: Student Advocate position 1 fte \$42,746 first year/44,252, 2 nd year/45,759 3 rd year	132,757	1100
Preschool teacher start Jan.2011 .5 FTE 1 st year \$17,491, 2 nd year 1fte \$36,150, 3 rd yr 1fte \$37,655.	91,296	1100
Principal for summer school 6 hours/20 days school/1 day prep. This program runs into 2 fiscal yrs. In 10/11 it will consist of 13 days in June 2011 @ \$30.00 per hour \$2340. In 11/12 it will run 8 days in July 2011 and 14 days in June 2012 @ \$30.49 per hour \$4024.12. In 12/13 7 days in July 2012 and 14 days in June 2013 it will be 31.62 per hour for \$3983.45	10,347	1300
After school tutors 144 days Tues-Friday plus 29 prep hours 8 teachers @ avg. hourly rate of \$37.81 2010/11 \$52,329 - 2011/12 38.00 per hr. \$52,592 - 2012/13 38.25 per hr. \$52,938	157,859	1100
Summer school (see above dates for fiscal yr breakdown) 8 teachers, 20 school days/1 day prep @5 hours @ 37.81 avg. per hour (rate budgeted the same for each year due to the fact younger teachers will want summer school at lower daily/hourly rate than older teachers making more who may opt for after school extra duty) 2010/11 8 days \$19,661- 2011/12 22 days \$33,273 – 2012/13- 21 days \$31,760	84,694	1100
Incentives to begin after testing results from 2010/11 school year. If school meets the API growth target then each teacher will be given \$1,000 as an incentive. If the school exceeds the API growth target by at least one point then the teachers will receive another \$1,000. If the school meets all AYP targets then certificated staff (20) gets an additional \$3,000 for a total of \$5,000. If the school makes safe harbor for any of the AYP's AMAO's then the certificated staff gets \$1,500 instead of the \$3,000 for a total of \$3,500 Budget 20 x 5,000 each year 2 years	200,000	1900
Professional Development days: 2 for Data Director/1 for technology \$30 per hour/6 hrs day/18 teachers/3 days \$9720. Set aside 3 days for next 2 years for additional PD Total \$9,720 x 3 Professional Development days for West Ed. 11 days per year for 3 years @ \$40 per hour/7.25 hours per day/18 teachers 1 st year (57,420)./19 teachers next two years \$60,610 x 2	29,160 178,640	1100
Revised May 5, 2010	5/28/20103:31:19	PM

SIG Form 5b-School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Lakeside Elementary

School Name: Lakeside Elementary		,
Activity Description	Subtotal	Object
(See instructions)	(For each activity)	Code
Classified: Community/parent liaison aide 1 FTE 1769.69 hours @ 12.06 per hour 10/11 20,739.46 – 11/12 12.62 per hour	65,125	2200
\$21,702.49 -12/13 13.19 per hour \$22,682.71 Bus driver .50 FTE of total salary to grant for summer school, after school and pre-k route start in Jan 2011 @ 12.06 per hour \$4809.05/ 11/12 year 12.62 per hour	25,393	2200
10,064.70 / 12/13 year 10,519.29 at 13.19 Cafeteria Manager summer school 6 hours per day/13 days @ 17.00= 1,3262011/12 17.52 per hour 22 days = 2,312.64/ 2012/13 17.52 per hour 21 days 2,207.52	5,847	2300
Cafeteria aide summer school 5 hours 2010/11 13 days @ 9.20 per hour = 598.00, 2011/12 22 days 5 Hours @ 9.20 = 1,012 2012/13 5 hours 21 days @ 9.20 = 966.00	2,576	2200
2 aides for pre-k .5 FTE 2010/11 school year 573.23 hr @ 8.41(reg. yr 1146.46 hr) 9,641.72/ 2011/12 2 aides 1146.46 hours each @ 8.83 per hour \$20,246.48 2012/13 2 aides 1146.46 hours each @ 9.34. =\$21415.88	51,304	2100
Incentives based on Certificated rules of API growth to begin after testing results from 2010/11 school year. (If school meets the API growth target each teacher will be given \$1,000 as an incentive. If school exceeds the API growth target by at least one point then the teachers will receive another \$1,000. If the school meets all AYP targets then certificated staff (20) gets an additional \$3,000 for a total of \$5,000. If the school makes safe harbor for any of the AYP's AMAO's then the certificated staff gets \$1,500 instead of the \$3,000 for a total of \$3,500 Budget 20 x 5,000) Classified employees would receive 35% of what the teachers get \$1,750 x 26 = 45,500 each year 11/12 and	91,000	2900
teachers get \$1,750 x 26 = 45,500 each year 11/12 and	/3	

School Projected Budget: Lakeside Elementary

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Benefits: Certificated	260,811	3000-3999
Certificated benefits are calculated at the employees rate of pay where possible including health and welfare and when estimating salaries we used the rates for 2010/11 .0825 Strs 2010/11 50,945.23 .0145 Medi 2011/12 74,718.76 .0072 Sui 2012/13 76,598.06 .021 W/C \$202,262		3101 3301 3401 3501 3601
Classified		
Classified benefits are calculated at the employees rate of pay where possible including health and welfare and when estimating salaries we used the rates for 2010/11. Pers Reduction was not taken since this is a Federal Grant		3202 3302 3402 3502 3602
.1020 Pers 2010/11 9,338.94 .0620 OASDI 2011/12 23,710.90 .0145 Medi 2012/13 25,498.79 .0072 Sui \$58,549 .0210 W/C		
Supplies:	299,488	4300-4400
Fujitsu scanner for Data Director to scan test sheets 2010/11 \$939.50 10 Dell Optiplex 980 Desktop computers w/monitors (5) for Student Advocate/Parent center and (5) for Pre-K classroom 1,770.58 each total 17,706 2010/11 2 Dell laptop for Pre-K teacher and Student Advocate position 1,348.60 each total \$2,697 2010/11 MOBI pad and responders for K-4 th (currently have for 5-8 th grades)\$2,997.64 each set total \$23,981.10 2010/11 7 Document cameras for Pre-K-3 rd (we have purchased for 4-8) 745.38 each total \$5,217.66 2010/11 Pre-K classroom set-up including kidney table, 3 large rectangular tables, 2 small rectangular tables and 30 chairs inc. tax and shipping \$2,242 2010/11 2011/12 \$1,000 for supplies 2012/13 \$1,000 =4,242		

4 Rosetta Stone Spanish network license's Levels 1,2,3 \$800 each for teachers to be able to communicate with parents (one of the items the teachers requested) \$3,200 2010/11

Pre-K cubbies, playhouse kitchen set, block sets and soft seating, shelves, manipulatives, books, paints, paper, pencils, glue \$2949.38 2010/11

Pre-K rugs for classroom 2 @ 300.30 each total 600.60 2010/11

After school class set: dry erase boards, erasers, markers, pencils, composition books, folders, highlighters, etc. Each teacher to have a set for their After school class budget \$175 per teacher (8) each year total \$4,200

Summer school supplies set: dry erase boards, erasers, markers, pencils, comp. books, folders, highlighters, etc. Budget lower for less amount of days \$100 per teacher (8) each year total \$2,400.

Increase classroom budget from \$250 to \$1,000 for increased supplies for the new technology \$750 for 18 teachers = \$13,500 each year total \$40,500

Transportation charges for additional bus routes for after school one way 32 miles (one way) \times 144 days \times \$3.78 approved transportation rate for 2009/10 = 17,418.24 each year total \$52,254.72

Transportation charges for additional bus routes for summer school 64 miles (both ways) for 20 days x \$3.78 approved trans. Rate 3.78 = 4838.40 total 3 years \$14,515.20

Improve 14 classrooms with OnPoint Technology smart classroom system including: Smart Board SB690, projector mount, Crestron parts/frontrow sound system speakers/hardware/installation \$8,381 each classroom Total \$117,335 to be purchased in 2010/11

Food, childcare, materials for family sessions with PIQE program. 9 sessions @ 250 per session (9 week class) 2250 each year total 6,750.

Services:

Technology Professional Dev. Work with each teacher in the classroom one on one 6 months 2010/11 \$1,500 per month total 9,000

Rosetta Stone site license 350 students 6,595 yearly total \$19,785

827,793

5000-5999

Data Director First year with PD \$12,250 2010/11 annually recurring fee 7,500 each year 2011/12 and 2012/13 total \$27,250 West Ed extensive Professional Development including the ELLA piece first year \$335,690 2010/11, 242,920 second year, 132,660 3 rd year total \$711,270 Parent Liaison/Community lead to oversee the parent PIQE piece and a support for the classified aide who will work closely with the parents. MOU with the county office \$25,000 first year 10,000 second year 0.00 third yr.	ì	
One month utilities for summer school 3,995.93 each year for 3 years total \$11,987.79 Parent Institute of Quality Education start in January 2011 for 9 weeks with matching grant, \$4,500 each year total \$13,500		
Equipment: Power sync cart with Mac laptop (have one system in 8 th grade want to purchase 3 more in 2011/12 for other 6-8 grade classes \$11,303.44 each total 33,910.33 Laptop lab for K-5 grades holds 32 laptops with classroom suite site license and Microsoft 7 upgrade 2011/12 \$43,623.21	77,534	6000-6999

SIG Form 6-General Assurances and Certifications

General Assurances

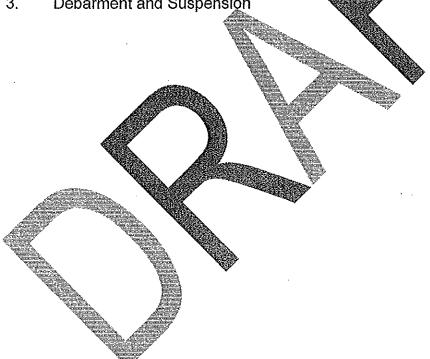
(Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at http://www.cde.ca.gov/fg/fo/fm/. Your agency should not submitthis form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from http://www.cde.ca.gov/fg/fo/fm/, and obtain the necessary signatures and include the original forms with your application submission.

- 1. Drug-Free Workplace
- 2. Lobbying
- Debarment and Suspension



SIG Form 6-General Assurances and Certifications

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

As required by Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at 34 Code of Federal Regulations (CFR) Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 - 1. The dangers of drug abuse in the workplace
 - 2. The grantee's policy of maintaining a drug-free workplace
 - 3. Any available drug counseling, rehabilitation, and employee assistance programs
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - 1. Abide by the terms of the statement
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address. city, county, state, zip code)

9100 Jersey Avenue
Hanford, CA 93230-8802
Check [] if there are workplaces on file that are not identified here.
As required by Section 8355 of the <i>California Government Code</i> and the Drug-Free Workplace Act of 1988, and implemented at 34 <i>CFR</i> Part 84, Subpart F, for grantees, as defined at 34 <i>CFR</i> Part 84, Sections 84.105 and 84.110
A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.
As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.
Name of Applicant: Lakeside Union Elementary School District
Name of Program: American Reinvestment and Recovery Act School Improvement Grant, Section 1003(g) Cohort 2009-10
Printed Name and Title of Authorized Representative: <u>Dale Ellis, Superintendent</u>
Signature: Oal Cl Date: May 19, 2010

CDE-100DF (May-2007) - California Department of Education

SIG Form 6-General Assurances and Certifications

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 Code of Federal Regulations (CFR) Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.Ş. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement:
 - b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying." (revised Jul-1997) in accordance with its instructions;
 - c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: <u>Lakeside Union Elementary School</u>	District
Name of Program: American Reinvestment and Recove Cohort 2009-10	ry Act, School Improvement Grant, Section 1003(g)
Printed Name and Title of Authorized Representative: <u>Dale</u>	e Ellis, Superintendent
Signature: Och Ell	Date: <u>May 19, 2010</u>

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

SIG Form 6-General Assurances and Certifications

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

- By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
- 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- The prospective lower tier participant shall provide immediate written notice to the person to
 which this proposal is submitted if at any time the prospective lower tier participant learns that its
 certification was erroneous when submitted or has become erroneous by reason of changed
 circumstances.
- 4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
- The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
- 6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
- 7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
- 8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
- 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

- The prospective lower tier participant certifies, by submission of this proposal, that neither it nor
 its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or
 voluntarily excluded from participation in this transaction by any Federal department or agency.
- 2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Lakeside Union Elementary School District	
Name of Program: American Reinvestment and Recovery Act, Cohort 2009-10	School Improvement Grant, Section 1003(g),
Printed Name and Title of Authorized Representative: Dale Ellis, 5	Superintendent
Signature: Odr U	Date: <u>May 19, 2010</u>

EO 80-0014 (Revised Sep-1990) - U. S. Department of Education

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

- Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
- Establish challenging annual goals for student achievement on the state's
 assessments in both reading/language arts and mathematics and measure
 progress on the leading indicators in Section III of the final requirements in order
 to monitor each Tier I and Tier II school that it serves with school improvement
 funds;
- 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- 4. Report to the CDE the school-level data as described in this RFA.
- The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
- 6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
- 7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
- 8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
- 9. The applicant will use funds only for allowable costs during the sub-grant period.
- 10. The application will include all required forms signed by the LEA Superintendent or designee.
- 11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the subgrant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

- 12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
- 13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
- 14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
- 15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html (Outside Source)
- 16. The applicant agrees that the SEA has the right to intervene, renegotiate the subgrant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
- 17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
- 18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
- 19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
- 20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
- 21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Lakeside Union Elementary School District
Authorized Executive:	Dale Ellis, Superintendent
Signature of Authorized Executive	Ode Ell

SIG Form 8-Waivers Requested

Tier I and Tier II schools only)

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

☑Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

"Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.
Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (Note: This waiver applies to Tier I and Tier II schools only)
Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.
Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (Note : This waiver applies to

SIG Form 9-Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as Tier II school. For each school, indicate which waiver(s) will be implemented at each school. Note: An LEA that has nine many sheets as necessary.)

	PROJECTED COST	\$2,807,583			
WAIVER(S) TO BE IMPLEMENTED	Implement SWP				
WAIVE B IMPLEN	Start Over				
N _C =	Transformation	×			
INTERVENTION (TIER I AND II ONLY)	Closure				
	Restart				
<u></u> E	Turnaround				
	TIER III				
	TIER II				
	TIER I	×			
	NCES Code	062076002491			
	CDS Code	16-63966/ 6010508			
	SCHOOL NAME	Lakeside Elementary School			

SIG Form 10-Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for implemented. Include actions and activities required to implement the model, a timeline with specific dates of oversight.

	nation	Other	Projected Costs Resources Oversight	KCOE/ASES/ KCOE/Principa	and the second s	General Fund Board				CBET Principal			General Fund Board	and the second s	General Fund Board	- depth - dept	Title 1, Title II, Title Principal
Tier: I	□ Restart □ Closure ⊠ Transformation	33.85 (over 3 years) School	Timeline School	Sept. 2006 -	present	Dec. 2007	– Jan.	2008		Dec.	2007-	June 2009	Feb. 2008		July 2008		July 2008
School: Lakeside Elementary School	Intervention Model: Turnaround Restart	0 LEA	Services & Activities	After school program added		Conducted needs analysis to	develop school improvement	plan – Hire FCMAT to	conduct study	Parent Council developed	and school provided a	literacy program for parents		Superintendent/Principal	Hired new	Superintendent/Principal	Hired a Learning Director to
School: Lake	Intervention N	Total FTE required:	Required Component Acronym	1		<u>d</u>				FCE			RP		RP		SD

	Learning Director	Superintendent	Principal	Learning Director	Learning Director	Superintendent
	Title 1	General Fund	General Fund	Title II	Title 1, SBCP	Capital Facilities Fund
		,				
·	July 2008 June 2013	August 2008	Aug. 2008 Sept. 2009	August 2008 – June 2013	August 2008 – June 2013	July 2009
curriculum, professional development needs, and effective teacher classroom implementation strategies		Board reviewed last 3 years' CST scores and developed a set of goals and objectives to implement a transformational	Built capacity of school site council to be an active part in developing transformational	I staff with professional opment training on how ze RTI, which is a systematic ention approach based entitled student needs	Implement RTI which promotes the continuous use of student data to determine effective teacher classroom implementation strategies targeted at increased student	District closed Gardenside Elementary and moved all students to the Lakeside
	TA	<u>d</u>	FCE	PD	SD	OF

in significant resource savings and allowed Lakeside Elementary complete operational flexibility needed to implement a transformational plan provide Language Arts provide Language Arts and provide Language Arts and Mathematics and the school's AF or 2007-08 and 2008-09 and linktuctional time is added instructional time is added commendations for state-instructional time is added — June for grades 4 — 8 on early out 2013 ILT Ten minutes of increased — June for grades 4 — 8 on early out 2013 School state council time for grades 4 — 8 on early out 2013 Mondays IL If that tagged increased a school improvement plan for 2010-11 that tagged increased student achievement and closing the achievement and solventiage by the achievement and closing the achievement and closing the achievement and closing the achievement are surfaced increased student achievement and closing the achievement and closing the achievement and closing the achievement and closing the achievement are achievement and closing the		Elementary school site, which made the district a one-school district resulting					10.00	
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improvement plan for 2010- 11 that targeted increased student achievement and closing the achievement gap		developed a school						
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closing the achievement gap		student achievement and						
	,	closing the achievement gap						

	and set appropriate goals				in the second se	THE PROPERTY OF THE PROPERTY O
RR	Developed an incentive structure to provide staff with incentives to improve their professional practices and ensure student academic achievement improvements	May 2010			General Fund	Principal/CBO
OF	LEA to provide Lakeside with administrative services to support the overall implementation of the transformational plan (indirect costs)	Duration of Grant		\$215,960	SIG	СВО
<u>o</u> .	Add the Data Director- Student Assessment Program to provide an adequate data management system to track the school's progress towards its benchmarks and goals at frequent intervals	Aug. 2010- June 2013	\$27,250		SIG	Learning Director
PD	Provide staff with training on how to utilize Data Director in order to continuously track and utilize student data to improve classroom effectiveness	Aug. 2010 - June 2013	\$21,874		SIG	Learning Director
<u>a</u>	Implement an effective data driven standards-based instruction that addresses the needs of all students, thus providing equity in opportunity for all students to	August 2010- June 2013	N/A		General Fund	Principal

.

as after school and summer school	TANAL I	771	774474	
Provide teachers with significantly increased funds	August 2010-	\$40,500	SIG	CBO
to purchase tools to help	June 2013			
them implement effective classroom strategies				
Add technology to	August	\$243,838	SIG	CBO/MOT
classrooms to allow for	2010-			
instant data on student	June 2013	eti "		
performance to allow a		,		
teacher to provide targeted				
intervention				
Provide teachers with one-	Aug.	\$19,937	SIG	Learning
on-one technical assistance	2010-			Director
on how to effectively	June 2011			
integrate new technology in				
the classroom				
Utilize Rosetta Stone to	Aug.	\$19,785	SIG	Learning
assist Spanish speaking	2010-			Director
English Language Learners	June 2013			
to improve their ELA skills				
Create a Parent/Community	August	\$78,288	SIG	Principal
Liaison position to work with	2010-			
parents	June 2013			
KCOE to oversee a planning	Aug.	\$35,000	SIG	Superintendent
process to develop parent	2010-			
involvement practices and	Dec. 2011			
policies to support student		** ·		
academic success				
Implement strategies to	August	\$9,950	SIG	Principal
increase parent involvement	2010-			:

	in school activities such as Open House, etc.	June 2013			
FCE	Work with Parent Institute for Quality Education to institute	August 2010-	\$13,500	SIG	Parent Liaison
	a parent training to assist parents to be equal partners in their children's education	June 2013	/*		
PD	WestEd to provide intensive professional development for staff	August 2010- June 2013	\$912,276	SIG	Principal/ Learning Director
ES	WestEd to assist in designing a new teacher and	Aug. 2010 -	N/A	General Fund	Superintendent
	principal evaluation process that will measure success/failure	Dec. 2010			
ES	Renegotiate Bargaining Agreement to support new evaluation process for teachers	Jan. 2011 June 2011	N/A	General Fund	Superintendent
LT	Add a Pre-K program to provide students with an early start on their education	Jan. 2011- June 2013	\$197,267	SIG	Principal
(
S	Implement new rigorous, transparent, and equitable evaluation systems for teachers and principals	June 2011- June 2013	N/A	General Fund	Superintendent /Board
ILT	Add a summer school program open to all students and focusing on their respective identified instructional needs	June 2011- June 2013	\$134,190	SIG	Summer School Principal

				_
	CRO)		
	SIG)		
	\$342,803			
	Aug.	2011-	Aug. 2013	
	Implement new incentive	structure based on annual	CST data	
<u>ַ</u>	도 노			

Joe Machado Doug Martin Judy Horn Brandon LaMattino Derrell Meek

Lakeside Union Elementary School District

Dale Ellis, Superintendent/Principal 9100 Jersey Avenue - Hanford, CA 93230 Telephone (559) 582-2868 - FAX (559) 582-7638



SIG ATTACHMENTS

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Board of Trustees:

Joe Machado Doug Martin Judy Horn Brandon LaMattino Derrell Meek

Lakeside Union Elementary School District

Dale Ellis, Superintendent/Principal 9100 Jersey Avenue - Hanford, CA 93230 Telephone (559) 582-2868 - FAX (559) 582-7638



SIG ATTACHMENTS

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Board of Trustees:

Joe Machado Doug Martin Judy Horn Brandon LaMattino Derrell Meek

Lakeside Union Elementary School District

Dale Ellis, Superintendent/Principal 9100 Jersey Avenue - Hanford, CA 93230 Telephone (559) 582-2868 - FAX (559) 582-7638



Sustain the Reforms After the Funding Period Ends

Lakeside requests the ability to implement a waiver to extend available SIG grant funding through September 30, 2013, in order to allow the district additional time to fully execute its plan over time.

Lakeside is committed to sustaining its transformation efforts beyond the grant term. Sustainability planning will be a significant part of the transformation plan implementation. It will take a large infusion of resources to ramp up the plan, but with time the cost to move the plan forward will lesson. However, there will still be a need to budget for increased future expenses as a result of successful implementation. Proper planning calls for addressing the issue of sustainability from the commencement of the grant, rather than at its end. For this reason, the district has included a line item in its grant budget for fund development and will focus staff time toward developing a long-term strategy for meeting the fiscal needs of running a high-achieving school. These monies will be used to contract grant writers, to support teachers to write grants, and other activities designed to plan for continued funding including assistance by consultants to look at ways to maximize the school's available budget by means of braided funding of otherwise categorical funding streams.

As a single school district, Lakeside has had the advantage of budget flexibility. Historically, the district has used categorical flexibility to get the most out of every dollar available. The district will continue to allocate its funds, such as Title I, Title II, and transportation funds to support the ongoing expenses of the district, as well as the new plan components. In addition, new dollars will be sought to continue to integrate new technology and innovative strategies in its classrooms.

Minutes of Regular Meeting of Lakeside Union Elementary School District Board of Trustees held on Thursday, May 13, 2010 at Lakeside School.

CALL TO ORDER

The Meeting was called to order at 6:03 p.m. by Mr.Joe Machado, Chairman of the Board.

PLEDGE OF ALLEGIANCE

ROLL CALL

Mr. Joe Machado, Mrs. Judy Horn, Mr. Doug Martin, Mr. Brandon LaMattino, Mr. Derrell Meek were present. Mrs. Horn left the meeting at 7:56 p.m.

PUBLIC HEARING:

A Public Hearing took place from 6:04 to 6:06 p.m. during which time the following were briefly explained:

SCHOOL IMPROVEMENT GRANT (SIG)

Mr. Ellis explained once more the 4 Intervention Models under the School Improvement Grant. He distributed again the short synopsis of each one and indicated that we have already begun to implement the "Transformation" Model last year.

No one addressed the Board on this issue.

PUBLIC COMMENT PERIOD

Ms. Alise Frey, 7th/8th grade teacher and coach addressed the Board regarding talks about the sports program for next year. She wanted the Board to know that she is 100% in favor of keeping the sports program going indicating that she supports our students and it is a strong tool to use in the classroom. Ms. Frey would like to further what we have started i.e. bringing up grades, good behavior and teamwork. Things need to be looked at and negotiated and we need to figure out ways to continue the program.

CONSENT CALENDAR

Mr. LaMattino made a motion to made a motion to approve the following Consent Calendar items:

- 1. Minutes of Regular Meeting of April 8, 2010.
- 2. Ratify Payroll for April, 2010

Mr. Martin seconded the motion. Motion carried unanimously.

WARRANT REGISTER

Mr. Martin made a motion to approve Warrant Register #10-11. Mrs. Horn seconded the motion. Motion carried unanimously.

Regular Meeting of the Lakeside Onion Elementary School District Boar Trustees to t May 13, 2010 Lakeside School on Thursday, May 13, 2010 at 6:00 p.m. in the Cafetoria

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC HEARING: SCHOOL IMPROVEMENT GRANT (SIG)
- E. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll

ACTION ITEMS

Shelley	1.	Warrants
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- Dale 2. Inter-district Transfer
- Dale 3. Single Plan for Student Achievement
- Shelley 4. SARB-School Attendance Review Board Revised Agreement
- Dale 5. Assignment Monitoring
- Dale 6. Field Trip Requests
- Dale 7. ELA 6th grade Adoption McDoughal Little
- Shelley 8. Proposal for School Improvement Grant Preparation
- Pale 9. Rescission of Notice of Recommendation Not to Re-employ Certificated Employees
- Angela 10. Resolution Governing Board Elections
- Shelley 11. MAA/Yearbook Stipends
- Shelley 12. Submersible pump repair
- Shelley 13. Purchase of Custom Apple iPod Learning Solutions
- Dale 14. Student Advocate Job Description
- Shelley 15. Agreement Cafeteria Roofing
- Shelley 16. Approve Proposal for Cafeteria Heating & A/C
- Shelley 17. Approve Proposal for Cafeteria Flooring
- Dale 18. Closed Session (54957) Personnel: LTA Negotiations

DISCUSSION ITEMS

- Dale 1. Sale/Lease Gardenside School
 - 2. After School Sports

F. REPORTS

- Dale 1. Enrollment Report
- Date 2. Suspension Report
- Dale 3. Superintendent Reports
- Steve 4. Maintenance/Transportation Update
 - 5. Teacher Reports
 - **6.** Board Member Reports/Comments

G. ADJOURNMENT

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Public records relating to an open session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 9100 Jersey Avenue, Hanford, CA 93230

April 8, 2010

Minutes of Regular Meeting of Lakeside Union Elementary School District Board of Trustees held on Thursday, April 8, 2010 at Lakeside School.

CALL TO ORDER

The Meeting was called to order at 6:05 p.m. by Mr.Joe Machado, Chairman of the Board.

PLEDGE OF ALLEGIANCE

ROLL CALL

Mr. Joe Machado, Mrs. Judy Horn, Mr. Doug Martin, Mr. Brandon LaMattino, Mr. Derrell Meek were present. Mrs. Horn left the meeting at 7:20 p.m.

PUBLIC HEARING:

- (1) LTA PROPOSALTO DISTRICT
- (2) DISTRICT PROPOSAL TO LTA
- (3) SCHOOL IMPROVEMENT GRANT (SIG)

A Public Hearing took place from 6:07 to 6:28 p.m. during which time the following were briefly explained:

- (1) LTA Proposal to the district for the 2010-11 school year
- (2) District Proposal to LTA for the 2010-11 school year
- (3) Mrs. Carmen Barnhart, Program Director Curriculum, for KCOE (in Mr. Dale Ellis' absence) explained the four Intervention Models under the SIG Grant. Mrs. Barnhart also presented the Board and those present with a printed document detailing the process and indicating that our highest priority is to receive the grant and turn the school around. We could expect to receive anywhere from \$50,000.00 to \$2,000,000.00 per year for 3 years to meet the State's expectations. Even if we don't apply for the grant we will still need to follow the State requirements.

Mrs. Barnhart discussed attributes of each of the 4 models and if/how, based on the mandated criteria, each is or isn't viable and appropriate for Lakeside. She stated that "transformation" was, for these reasons presented, the most viable and favored model amongst district staff and teachers. Mr. Martin stated his support indicating, "Yes, we have a plan in place" in support of pursuing that model. Mrs. Barnhart concurred that the transformation model was basically expediting and explicitly extending current improvement efforts and that the district would continue to gather input/data from parents and staff before the Board needs to vote/make a decision on which model to pursue, including another public hearing in May.

No one addressed the Board on these issues.

PUBLIC COMMENT PERIOD

The two candidates for Kings County Superintendent of Schools, Mrs. Robin Jones and Mr. Tim Bowers, introduced themselves to the Board.

Lakeside Union Elementary School District April 8, 2010

DATA DIRECTOR -STUDENT ASSESSMENT PROGRAM Mrs. Horn made a motion to approve the purchase of Data Director - Student Assessment Program at an approximate cost of \$12,000.00 plus training using Title II (use it or lose it) funding. Mr. LaMattino seconded the motion. Motion carried unanimously.

INSTRUCTIONAL MINUTES FOR 2009-10 Mr. Martin made a motion to ratify instructional minutes for the remainder of the current school year. Mrs. Horn seconded the motion. Motion carried unanimously.

PHYSICAL EDUCATION AGREEMENT

Mr. Martin made a motion to approve Physical Education Agreement with Kit Carson Union School District for 40% of Andy Garcia's time as PE teacher for the 2010-2011 school year. Mr. Meek seconded the motion. Motion carried unanimously.

APPROVE LAKESIDE SPORTS BANQUET

Mr. Martin made a motion to approve a Sports Banquet for all sports teams to be held at Lakeside School on May 21, 2010 and to be catered in-house at an approximate cost of \$9.00 per person. Mrs. Horn seconded the motion. Motion carried unanimously.

APPROVE APPLICATION FOR WAIVER ON CLASS SIZES Mr. Martin made a motion to approve Application for Waiver on class sizes for the 2010-2011 school year. Mr. LaMattino seconded the motion. Motion carried unanimously.

MIGRANT EDUCATION PROGRAM - MOU Mr. Martin made a motion to approve Memorandum of Understanding for Migrant Summer Science Education at Burris Park for 16 eligible migrant students from June 7, 2010 thru June 24, 2010. Mr. Meek seconded the motion. Motion carried unanimously.

RESCISSION OF NOTICE OF RECOMMENDATION NOT TO RE-EMPLOY CERTIFICATED EMPLOYEES Mr. Martin made a motion to ratify rescission of Notice of Recommendation Not to Re-employ Certificated Employees as follows made possible by the retirement of 4 teachers:

- 1. Stephanie Whittington
- 2. Alise Frey
- 3. James Jay
- 4. Brooke Periera

Mrs. Horn seconded the motion. Motion carried unanimously.

Lakeside Union Elementary School District April 8, 2010



RESOLUTION - DECISION NOT TO RE-EMPLOY CERTIFICATED EMPLOYEES Mr. LaMattino made a motion to adopt the following Resolution:

#10-15

Decision Not to Re-employ Certificated Employees for the 2010-2011 school year

Mr. Martin seconded the motion. Motion carried unanimously.

APPROVE JOB DESCRIPTION FOR SCHOOL COUNSELOR

Mrs. Horn made a motion to approve Job Description for School Counselor. Mr. LaMattino seconded the motion. Motion carried unanimously.

APPROVE APPLICATION FOR BREAKFAST IN THE CLASSROOM

Mrs. Horn made a motion to approve Application for Breakfast in the Classroom Program. Mr. Meek seconded the motion. Motion carried unanimously.

Mrs. Horn left the meeting at this point.

APPROVE APPLICATION (SIG) GRANT

Mr. LaMattino made a motion to approve Application for FOR SCHOOL IMPROVEMENT School Improvement Grant. (As a Persistently Low Achieving School we are eligible to receive funding to support rapid improvement through one of four intervention models. The SIG provisions make it clear that change must be dramatic. improvement rapid and results significant). Mr. Meek seconded the motion. Motion carried unanimously.

APPROVE BID FOR LAKESIDE CAFETERIA ROOF

Mr. LaMattino made a motion to approve bid for Lakeside Cafeteria Roofing Project from Nations Roof West in the amount of \$41,926.00 for labor only. Materials to be purchased through The Garland Company at a cost of \$55,936. As members of California Multiple Award Schedule (CMAS) this eliminates the need to go out to bid for this and we will also receive approximately 1% discount. Mr. Martin seconded the motion. Motion carried unanimously.

Mr. Joey Camero from The Garland Company addressed the Board and brought samples of the roofing materials to be used. There was also some discussion regarding the possibility of installing new heating and air conditioning units in the cafeteria at the same time. The Board directed the Business Manager to obtain proposals for this purpose and also to obtain proposals for new flooring in both the kitchen and the auditorium.

Board Agenda

Regular Meeting of the Lakeside Inion Elementary School District Boar of Trustees to 1 April 8, 2010 Lakeside School on Thursday, April 8, 2010 at 6:00 p.m. in the Cafeteria

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC HEARING (1) LTA PROPOSAL TO DISTRICT
 - (2) DISTRICT PROPOSAL TO LTA
 - (3) SCHOOL IMPROVEMENT GRANT (SIG)
- E. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll

ACTION ITEMS

- Shelley 1. Warrants
- Date 2. Inter-district Transfer
- Dale 3. LTA Proposal to District
- Dale 4. District Proposal to LTA
- Dale 5. School Calendar
- Dale 6. Quarterly Uniform Complaint Procedures
- Shelley 7. English Language Acquisition Program (ELAP)
- Shelley 8. Dated Director Student Assessment Program
- Dale 9. Ratify Instructional Minutes 2009-2010
- Dale 10. Physical Education Agreement 2010-11
- Dale 11. Approve Lakeside Sports Banquet
- Shelley 12. Approve Application for Waiver on class sizes
- Dale 13. Migrant Education Program MOU
- Dale 14. Rescission of Notice of Recommendation Not to Re-employ Certificated Employees
- Dale 15. Resolution Decision Not to Re-employ Certificated Employees
- Dale 16. Approve Bid for Lakeside Cafeteria Roof
- Dale 17. Approve job description for counselor
- Dale 18. Approve Application for Breakfast in the Classroom
 - 19. Approve Application for School Improvement Grant (SIG)
- Dale 20. Classified Letters of Intent
- Dale 21. Closed Session: (35146) Student Expulsion; (54957) Personnel: (1)

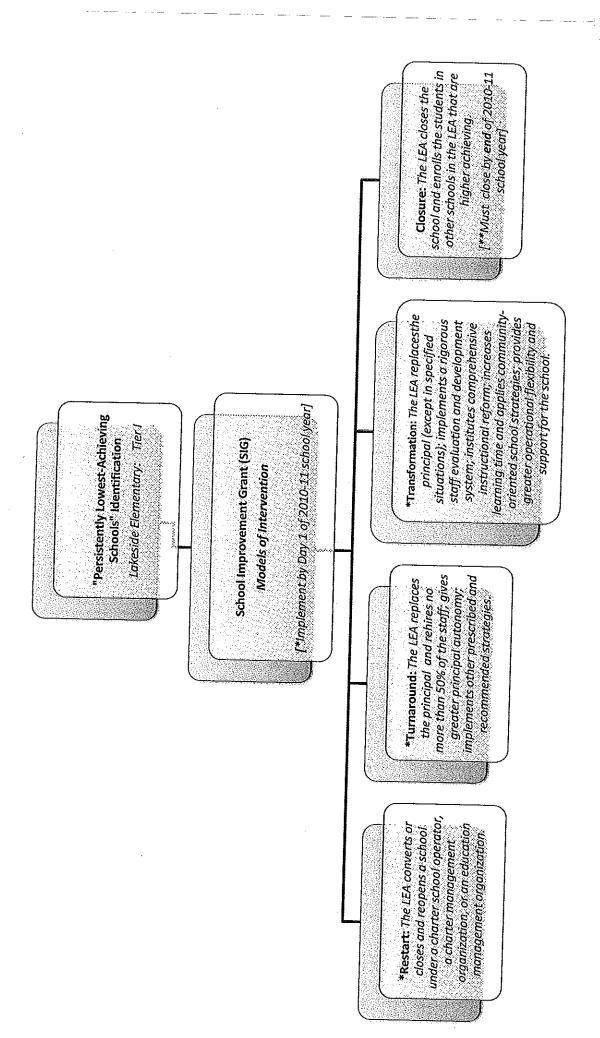
Resignation; (2) LTA Negotiations

DISCUSSION ITEMS

- Dale 1. Sale/Lease Gardenside School
- F. REPORTS
- Dale 1. Enrollment Report
- Dale 2. Suspension Report
- Dale 4. Superintendent Reports
 - 5. Teacher Reports
 - 6. Board Member Reports/Comments

G. ADJOURNMENT

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.



Lakeside Union Elementary School District Public Hearing re: School Improvement Grant (SIG)/Intervention Model 4/8/10

Lakeside Union Elementary School District February 11, 2010



CLUB Z CONTRACT

Mr. Martin made a motion to ratify agreement with Club Z for Title 1 NCLB 0- Supplemental Educational Services to be made available to identified Lakeside Union Elementary School District students between the dates of January 13, 2010 and June 30, 2010. Mr. Meek seconded the motion. Mr. Martin, Mr. Mcck, Mr. Machado voted aye. Mr. LaMattino abstained. Motion carried.

DEVELOPER FEES STUDY AGREEMENT

Mr. Martin made a motion to ratify agreement with Total School Solutions for Developer Fees Justification Study at a cost of \$1,200.00. Mr. Meek seconded the motion. Motion carried unanimously.

OFFER OF EMPLOYMENT

Mr. Martin made a motion to ratify and approve employment of the following personnel on a probationary basis:

Name	Job Title	Effective Date	Hours
Alex Ibarra	Bus Driver/Utility	02-01-2010	Part-time

Mr. LaMattino seconded the motion. Motion carried unanimously.

E-RATE MAINTENANCE CONTRACT

Mr. Martin made a motion to ratify agreement with Kings County Office of Education for on-site Basic Maintenance of Internal Connections for a period of 3 years from 7-1-2010 to 6-30-2013 at an annual cost of \$29,120.00 – 90% of which is covered by E-Rate.

CLOSED SESSION: (54957) PERSONNEL -LTA NEGOTIATIONS

The Board went into Closed Session at 7:15 p.m. The Board reconvened to Open Session at 7:44 p.m.

No action taken.

DISCUSSION ITEMS

Sale/Lease of Gardenside site. Mr. Ellis had distributed a memo to the Board regarding Sale of District Property and the steps that must be followed. The State helped fund a portion of the cost to build the school back in 1964. However, proceeds from the sale of the property shall be used for capital outlay or the costs of deferred maintenance. There was discussion on what needs to be done with the KCOE Special Education Building and the Tower. Mr. Ellis indicated that we will bring a Resolution to the Board on this issue in March.

Board Minutes February 11, 2010

Lakeside Union Elementary School District February 11, 2010

REPORTS

- 1. The Enrollment Report was presented.
- 2. The Suspension Report was presented
- 3. Ms. Samantha Moore from Vavrinek, Trine, Day & Co., LLP addressed the Board and highlighted and explained varies sections of the June 30, 2009 audit report. She also thanks the Board for the opportunity to conduct our audit and mentioned that she very much appreciated working with Shelley and Angela and that they are to be commended.
- 4. Superintendent Reports: Mr. Ellis reported on the following:
 - We received a letter from Mr. Andre Booker a. from Home Garden Community Services District which he distributed to the Board. The letter expresses their interest in Gardenside School and for purposes of applying for a grant they require a letter from the District regarding our intentions about the current and future disposition concerning the school site.
 - b. He spoke with Robin Jones, Superintendent of Island School about Central Valley Educational Leadership Institute offering Executive Instructional Leadership Program for Rural Central Valley School Districts. This is something that might help us in the future. Robin has offered to come out and do a presentation for us since it works very well at their school.
 - c. Tami McMullen is spearheading the discipline committee. We are looking at developing a systematic approach to prevent negative behaviors in the classroom, on the bus and on the playground. Through this process the staff is looking to define what their core values are.
 - d. Lakeside cafeteria has a leak in the room in the kitchen area. We are looking at different options: (1) patch now and reroof the cafeteria in the summer; (2) patch now and reroof the whole school in the summer; (3) patch now and

Regular Meeting of the Lakesia Union Elementary School District Boal of Trustees to 1 Board Minutes February 11, 2010 at 6:00 p.m. in the Cafeteria

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- E. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll

ACTION ITEMS

Shelley	1.	Warrants
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- Shelley 2. Audit Review Certification
- Shelley 3. Audit Findings
- Dale 4. Resolution Order of "Tie-Breaking" Criteria for Resolving Seniority Ties for Certificated Personnel
- Dale 5. Resolution Reduction or Discontinuance of Certain Particular Kinds of Services for the 2009-10 School Year.
- Dale 6. Resolution Retirement Incentive
- Shelley 7. Resolution Statement of Investment Policy
- Dale 8. Graduation Date & Time
- Shelley 9. Dellavalle Distribution Operator Service Agreement
- Dale 10. Club Z Contract
- Shelley 11. Developer Fees Study Agreement
- Dale 12. Offer of Employment
- Shelley 13. E-Rate Maintenance Contract
- Dale 14. Closed Session: (54957) Personnel: LTA Negotiations

DISCUSSION ITEMS

1. Sale/Lease of Gardenside site

E. REPORTS

- Dale 1. Enrollment Report
- Dale 2. Suspension Report
- Shelley 3. VTD to address the Board
- Dale 4. Superintendent Reports
 - 5. Teacher Reports
 - **6.** Board Member Reports/Comments

F. ADJOURNMENT

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Public records relating to an open session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 9100 Jersey Avenue, Hanford, CA 93230

Minutes of Regular Meeting of Lakeside Union Elementary School District Board of Trustees held on Thursday, January 14, 2010 at Lakeside School.

CALL TO ORDER

The Meeting was called to order at 6:01 p.m. by Mr.Joe Machado, Chairman of the Board.

PLEDGE OF ALLEGIANCE

ROLL CALL

Mr. Joe Machado, Mr. Derrell Meek, Mr. Brandon LaMattino, Mr. Doug Martin were present. Mrs. Judy Horn was absent.

PUBLIC COMMENT PERIOD

There were no comments from the public.

CONSENT CALENDAR

Mr. Martin made a motion to approve the following Consent Calendar items:

- Minutes of Annual Organization Meeting of December 10, 1.
- 2. Minutes of Board Workshop of December 10, 2009.
- 2. Ratify Payroll for December 2009

Mr. LaMattino seconded the motion. Motion carried unanimously.

WARRANT REGISTER

Mr. Martin made a motion to approve Warrant Register #10-07.

Mr. Meek seconded the motion. Motion carried unanimously.

Perez

INTER-DISTRICT TRANSFERS Mr. Martin made a motion to approve an Inter-district Transfer for Alejandro Perez to remain at Hanford Elementary School District for the 2009-10 school year. Mr. Meek seconded the motion. Motion carried unanimously.

Alvarez

Mr. LaMattino made a motion to deny an Inter-district Transfer for Jurissa Alvarez to attend Hanford Elementary School District for the 2009-10 school year. Mr. Martin seconded the motion. Motion carried unanimously.

BOARD GOALS

Mr. LaMattino made a motion to approve updated board goals which were discussed during a special board meeting held on December 10, 2009. Mr. Martin seconded the motion. Motion carried unanimously.

PURCHASE HIGH POINT PROGRAM MATERIALS

Mr. Martin made a motion to approve the purchase of State approved High Point Program Materials for upper grades at an approximate cost of \$5,000.00 payable thru ELAP. This is an intervention program for Reading/English Language Arts. Mr. Meek seconded the motion. Motion carried unanimously.

Board Agenda

Regular Meeting of the Lakesia nion Elementary School District Boar. Trustees to b January 14, 2010 Lakeside School on Thursday, January 14, 2010 at 6:00 p.m. in the Cafeteria

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- E. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll

ACTION ITEMS

Shelley 1. Warrants

Shelley 2. Inter-district Transfers

Dale 3. Board Policies/Admin. Regulations/Board Bylaws

BP/AR 3270 Sale and Disposal of Books, Equipment & Supplies

AR 4112.23 Special Education Staff

BP 6111 School Calendar

BP 6145 Extracorricular and Cocurricular Activities

BB 9223 Filling Vacancies

Dale 4. Board Goals

Shelley 5. Purchase High Point Program Materials

Shelley 6. 2010 CUE Conference

Dale 7. Quarterly Uniform Complaint Report Summary

Dale 8. Developer Fees Annual Report

Dale 9. Consolidated Application - Part II

Dale 10. Resolution - Small School Bus Grant

Steven 11. Vehicle Maintenance & Repair Services

12. Student Bus Riding (Open Session per parent request)

Dale 13. Closed Session: (54957) Personnel: LTA Negotiations

DISCUSSION ITEMS

1. Kings Partnership for Children Use of Facilities.

E. REPORTS

Dale	1.	Enrollment Report

Date 2. Suspension Report

Linda 3. Curriculum Update

Steve 4. Maintenance Update

Dale 5. Superintendent Reports

6. Teacher Reports

7. Board Member Reports/Comments

F. ADJOURNMENT

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Public records relating to an open session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 9100 Jersey Avenue, Hanford, CA 93230

Special meeting of the Lakeside Union Elementary School District Board of Trustees to be held at Lakeside School on Thursday, December 10, 2009 at 7:30 p.m. in the Cafeteria.

- A. CALL TO ORDER
- B. ROLL CALL
- C. PLEDGE OF ALLEGIANCE
- D. PUBLIC COMMENT PERIOD
- E. BOARD WORKSHOP BOARD GOALS
- F. ADJOURNMENT

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Public records relating to an open session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 9100 Jersey Avenue, Hanford, CA 93230

Board of Trustees:

Joe Machado Doug Martin Judy Horn Brandon LaMattino Derrell Meck

Lakeside Union Elementary School District

Dale Ellis, Superintendent/Principal 9100 Jersey Avenue - Hanford, CA 93230 Telephone (559) 582-2868 - FAX (559) 582-7638



Board Goals

"All students can learn: we can teach them"

- 1. Increase Parental Involvement.
 - a. Encourage parents to participate in the following:
 - i. School Site Council
 - ii. DELAC/ELAC
 - iii. Parents Club
 - iv. Volunteer in classrooms
 - v. Attend assemblies/school programs
 - vi. Back to School Night/Open House
- 2. Establish Common Culture (everybody plays a part in student performance)
 - a. Improve all Staff Collaboration/ all Staff Unity (certificated and classified)
 - b. Expanding our Response to Intervention model
- 3. Continue to Improve School Facilities / District Facilities Conditions
 - a. Make school grounds aesthically pleasing
 - b. Continue to utilize deferred maintenance program for major improvement projects
 - c. Work to lease Gardenside out to our students benefit.
- 4. Increase Average Daily Attendance to 96%
- 5. Developing a system for data collection and management to support student achievement.
 - a. Structure School day to fulfill student learning time- intervention time for some students, elective/workshop time for other students
 - b. Utilize District adopted/State Mandated curriculum
 - c. Increase number of Advanced/Proficient students at each grade by 10 percent.

LAKESIDE ELEMENTARY SCHOOL DISTRICT K-8 Base Instructional Program

Assessment	f $2^{nd} - 8^{th} \sim STAR/CSTs$ $2^{nd} - 8^{th} \sim NWEA$ Benchmark Assessments		K-6" ~ HM Theme Skills, Summative & Integrated Theme Skills Tests 7th-8th ~ MD-L Embedded Assessments	ırces	2 nd -8 th ~NWEA Benchmark Assessments K-5 th ~ DIBELS 1 st -5 th ~ Classroom Reading Inventory (CRI) K-2 nd ~ HM Fmerging Literary Survey	K-5 th ~ RTI Support Materials Embedded Assessments 4 th -8 th ~ *(SBE Approved/Adopted Material) Embedded Assessments
Materials	K-6 ~ Houghton Mifflin (HM) <i>Legacy of Literacy</i> [2002]	7 th -8 th ~McDougal-Littell (MD-L) <i>Language</i> of Literature [2002]	Supplemental (K-6) HM Phonics and Leveled Readers HM Universal Access Components Leveled Books (Guided Reading) Step Up to Writing	Supplemental (7-8) MD-L Universal Access/Teacher Resources Step Up to Writing	K-5 th ~ [Various RTI Support Materials]	SBE Approved (4 th -8 th) *(To Be Adopted)
Content Guide	CA Standards & Framework	Horizontal Standards (DataWorks)			CA Standards & Framework	
Instructional Minutes Daily Minimum (CA)	$K \sim 2$ hours $1^{x_1} - 3^{r_2} \sim 2.5$ hours $4^{th} - 8^{th} \sim 2$ hours				K-3 rd ~ 30 minutes 4 th -8 th ~ 30-60 minutes	
Subject/Content Area	Reading/Language Arts (ELA)				ELA ~Intervention	P

			<u> </u>	<u> </u>	lent		nent
CELDT	Student Oral Language Observation Matrix (SOLOM-R)				2 nd -8 th ~ STAR/CSTs 2 nd -8 th ~NWEA Benchmark Assessment K-5 th ~ <i>Harcourt Math</i> Embedded Assessments	6 th -8 th ~ <i>Holt Math</i> Embedded Assessments	2 nd -8 th ~ NWEA Benchmark Assessment K-8 th ~ (*SBE Approved/Adopted Materials) Embedded Assessments
HM EL Handbook (K-6) MD-L Universal Access Components (7-8)	Academic Language/Vocabulary Harcourt Math (K-5)/Holt Math (6-8)—EL & Supplemental Teacher Resource Components	(6-8) Glencoe/National Geographic <i>Voyages in Science</i> (Earth, Physical, & Life Sciences Series)—Universal Access/ Supplemental Teacher Resource Components	(K-5) Houghton Mifflin/(6-8) McDougal- Littell History-Social Studies –EL & Supplemental Teacher Resource Components	Supplemental (K-8) Santillana Intensive English (Including Opening Doors)	K-5 th ~ <i>Harcourt Math</i> 6 th -8 th ~ <i>Holt Math</i> Supplemental (K-5) Harcourt Math Universal Access Components	Supplemental (6-8) Holt Math Universal Access Components	SBE Approved Materials (2008) (*To Be Adopted)
ELD Standards					CA Standards & Framework Horizontal Standards (DataWorks)		CA Standards & Framework
N-8 30-45minutes					K-8 th ~ 1 hour		K-5 th ~ 15 minutes 6 th -8 th ~ 30 minutes
1 7					Math		sution

Lakeside Elementary

2009-10 Standard Protocol for Grouping Students for RTI

Who? (Who gets put into what tier?)

Tier Cut-Offs/"Benchmarks"

- Tier 1 (Benchmark Group):
 - o CST: Proficient; B but close to cut-off & meets other Tier 1 criteria
 - CELDT: Early Advanced (4) or Advanced (5); Intermediate (3) but close to cut-off &/or meets all other Tier 1 criteria
 - DIBELS: Met B⁻⁻; Not Met B⁻⁻ but meets other Tier 1 Criteria &/or alt. assessment data used
 - o NWEA: Overall RIT—Met B⁻⁻⁻/ Proficient; but close to cut-off &/or meets other Tier 1 Criteria &/or alt. assessment data used
 - CRI: Cut-points according to Benchmark period
 - HM ELS: Cut-points according to Benchmark period
- Tier 2 (Strategic Group):
 - o CST: Basic; BB but meets other Tier2 Criteria
 - o CELDT: Intermediate (3)
 - o DIBELS:
 - o NWEA: Overall RIT—Did Not Meet B / Basic, or Below Basic but close to cut-off &/or meets other Tier 2 Criteria &/or alt. assessment data used
 - CRI: Cut-points according to Benchmark period
 - o HM ELS: Cut-points according to Benchmark period
- Tier 3 (Intensive Group):
 - o CST: FBB
 - CELDT: Beginning (1), Early Intermediate (2)
 - o NWEA: Overall RIT—Did Not Meet B / Below Basic or Far Below Basic
 - CRI: Cut-points according to Benchmark period
 - HM ELS: Cut-points according to Benchmark period

What? (What data determines groups? What does each respective data tool/assessment tell us?)

- 1) Universal Screening [initial/formal]:
 - a. CSTs (Prior year)—grades 3-8
 - b. CELDT -ELs-grades K-8
 - c. NWEA (Fall Administration/Benchmark 1)—grades 2-8
 - d. DIBELS (Fall/Benchmark 1)-grades K-3
 - e. CRI-grades 2-8
- 2) Progress Monitoring [formal]:
 - a. CELDT-ELs (as new scores available)-grades K-8
 - b. NWEA (Winter & Spring Administrations/Benchmarks 2 & 3)—grades 2-8
 - c. DIBELS—K-2; (3-6th as necessary/applicable)
 - i. Benchmarks 2 & 3
 - ii. Progress Monitoring Assessment Booklets
 - d. CRI-grades 2-8

- e. HM Theme Skills Tests-grades K-6
- f. HM Summative Tests (Benchmarks) ???—grades K-6
- 3) Classroom Progress Monitoring:
 - a. Teacher Created &/or Embedded Early Literacy Assessments—grades K-2
 - b. Teacher Created &/or Embedded Assessments—grades 3-6
 - c. SOLOM Observation Tracking—ELs—grades K-8
 - d. Orton Gillingham/Project READ assessments
 - e. STAR/AR –grades K-8
 - f. DRA-grades K-8
 - g. Step Up to Writing Assessments—grades K-8

When? (When are students grouped? When do groupings change—at large and with respect to individual students?)

Where? (Where do groups go for deployment at each respective tier?)

<u>Tier 1 (Benchmark</u>): students go with assigned classified/certificated support staff to computer lab/library/other designated location for grade level appropriate instruction and extension.

<u>Tier 2 (Strategic):</u> students stay with/go to assigned classroom teacher for strategic instruction & supplemental interventions beyond the base program.*

[*09/10—currently implementing some supplemental components of base program at this level, pending refinement/articulation of Tier 2 intervention resources.]

<u>Tier 3 (Intensive):</u> students go to resource room(s) with designated specialized teachers/support staff (e.g., Special Education Teachers, Coaches/Resources Teachers, etc.)

Why? (Why group?)

Students are grouped for RTI to systematically facilitate and support high-quality, research-based, targeted instruction & interventions at varied levels of intensity [Tier I=Benchmark; Tier II=Strategic; Tier III=Intensive]. RTI groupings at Lakeside are deployed by Tier to appropriate/specialized staff for Intervention/instruction for established blocks of instructional time.

How? (How does the grouping process work?)

Currently, RTI student intervention (deployment) groups are drafted by the RTI Team based upon student performance/outcome data at regular intervals. Drafted group lists are then reviewed by teachers for input to be considered in group/deployment plan document. Staff development will take place this year to train teachers in grouping per standard protocol, so that the grouping process can be undertaken by teachers in 2010-11, with RTI team support at regularly scheduled schoolwide and/or grade level collaboration meetings.

Expend how & next tim tern met While her

Lakeside Union Elementary School District October 8, 2009



INCREASE IN INSTRUCTIONAL MINUTES

Mr. Martin made a motion to approve an increase in instructional minutes as follows:

Early out Mondays only

Grades 4-8

10 minute increase for a release time of 1:35 p.m.

Mr. Meek seconded the motion. Motion carried unanimously.

FIELD TRIP REQUESTS

Mr. Martin made a motion to approve the following field trip requests for the 2009-10 school year:

Date	Grade	Place	District Cost	# Student
03-11-10	2	Fresno Met. Museum	\$140.00	40
03-??-10	3	Kings Co. Fair Grounds — Farm Day	0	40
TBA -Jan- Feb,2010	7-8	Corcoran – Boswell Cotton Gin	0	75

Mr. Machado seconded the motion. Motion carried unanimously.

SCHOOL ACCOUNTABILITY REPORT CARDS

Mr. LaMattino made a motion to approve the School Accountability Report Cards for Gardenside and Lakeside Schools for the school year 2007-08. Mr. Martin seconded the motion. Motion carried unanimously.

DISPOSAL OF OBSOLETE MATERIALS

Mr. Machado made a motion to approve the disposal of obsolete Library Books as per attached list in accordance with Board Policy #3270. Mr. Martin seconded the motion. Motion carried unanimously.

DISPOSAL OF OLD VEHICLES

Mr. Martin made a motion to approve disposal of the following District owned vehicles in accordance with Board Policy #3270. The vehicles are too costly to repair:

Regular Meeting of the Lakeside Union Elementary School District Board of Trustees to be held at Lakeside School on Thursday, October 8, 2009 at 6:00 p.m. in the Cafeteria

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC HEARING (1) PUPIL TEXTBOOKS AND INSTRUCTIONAL MATERIALS (2) FLEXIBILITY FUNDS......POSTPONED
- E. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll

ACTION ITEMS

- Shelley 1. Warrants
- Dale 2. Inter-district Transfer
- Dale 3. Resolution Pupil Textbooks & Instructional Materials Incentive Program
- Dale 4. Offer of Employment
- Dale 5. Foggy Day Schedule
- Dale 6. Quarterly Report on Williams Uniform Complaints
- Dale 7. Student Council Fund Raisers
- Dale 8. Revised Notice of Suspension Form
- Dale 9. Psychological Service Agreement
- Dale 10. Increase in Instructional Minutes
- Date 11. Field Trip Requests
- Dale 12. School Accountability Report Card
- Dale 13. Disposal of Obsolete Materials
- Date 14. Disposal of Old Vehicles
- Dale 15. Application for Class Size Reduction
 - 16. Appointment of Board Representative for KCSBA
- Dale 17. Districtwide Safety Plan
 - 18. IMPACT Intern Agreement
- Dale 19. Closed Session: (54957) Personnel: (1) Resignation; (2) Public Employee Discipline/Dismissal/Release

DISCUSSION ITEMS

- 1. Home Garden Community Service District Lucinda Jones to address the Board
- 2. Board Workshop

Lakeside Union Elementary School District September 17, 2009



CLOSED SESSION:

The Board went into Closed Session at 7:38 p.m. The Board reconvened to Open Session at 7:43 p.m.

Mr. Ellis informed the Board that we needed to set up a Hearing for Personnel – Public Employee Discipline/ Dismissal/Release. The Board agreed to set the Hearing for Tuesday, September 22, 2009 at 6:00 p.m. in Room 103.

DISCUSSION ITEMS

Mr. Ellis has talked to Andre Booker of The Home Garden Community Service District. Since Gardenside site is sitting vacant they have expressed an interest in applying for a grant under Proposition 84 for Parks & Recreation. They would also like to eventually purchase the property.

Lucinda Jones, also from The Home Garden Community Service District, addressed the Board regarding this same issue and noted that they will be submitting the application for the grant in the near future. Part of the grant application is to find a site and Gardenside would be the ideal choice. There is a lot involved and she will come back to the Board with a full presentation.

There was also some discussion about the Special Education Building at Gardenside which belongs to Kings County of Education and also the Tower and how to handle that situation if and when the property was ever sold.

REPORTS

- 1. The Enrollment Report was presented.
- 2. The Suspension Report was presented.
- **Superintendent Reports:** Mr. Ellis reported on the following:
 - a. Since one of our buses is out of commission Hanford High School has agreed to loan us a bus until ours can be repaired. In the meantime, we are also applying for a small school bus grant.
 - **b.** API scores are up by 31 points which is great since we estimated a 10 point growth.
 - c. We are implementing the RTI and electives/intervention this year with the help of

Lakeside Union Elementary School District September 17, 2009



Carmen Barnhart from KCOE and we are making good progress. The teachers have proven themselves and are more goal oriented for student progression. We should be very proud of them. There is still a lot to be done but we are moving in the right direction.

- d. We had 83 applicants for kindergarten teacher and will be interviewing sometime next week.
- e. Mr. Ellis and Mrs. Sisson held some interviews last week for Instructional Aide positions and will also be holding more interviews next week.
- f. Mr. Ellis will be sending letters of John Sousa, Superintendent of Kit Carson School District and to Paul Terry, Superintendent of Hanford Elementary School District asking if they will take any of our students who request Interdistrict Transfers based on our Program Improvement status. This is required by the state and we also need to notify all parents.
- g. Teleparent is not being used enough by individual teachers but Mr. Ellis will be addressing this with all teachers during our next staff meeting.

Teacher Reports:

- a. Tami McMullen spoke about the 4-8 grade electives. Teachers are very positive and students look forward to it.
- b. Teachers are also looking for an increase in custodial staff and a set of cleanliness standards on a regular basis.
- c. If we need any painting projects done we can get some help from Lemoore NAS personnel who have expressed an interest in helping out.
- d. The school bells are not working and all the clocks are off.

Regular Meeting of the Lakeside Union Elementary School District Board of Trustees to be held at Lakeside School on Thursday, September 17, 2009 at 6:00 p.m. in Room 103.

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll
- 3. BP/AR 2nd reading & adoption

ACTION ITEMS

- 1. Warrants
- 2. Inter-district Transfers
- 3. MOU for After School Education And Safety (ASES) Program
- 4. Agreement for Services for KCOE Cooperative for School Improvement
- 5. Bus Routes
- 6. Designated Administrative Backup
- 7. Unaudited Budget Actuals
- 8. Resolution Gann Limit
- 9. Resolution Use of Facilities
- 10. Closed Session: (54957) Personnel: Public Employee Discipline/Dismissal/Release

DISCUSSION ITEMS

1. Home Garden Community Service District

E. REPORTS

- 1. Enrollment Report
- 2. Suspension Report
- 3. Superintendent Reports
- 4. Teacher Reports
- 5. Board Member Reports/Comments

F. ADJOURNMENT

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

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Lakeside Union Elementary School District June 25, 2009



AGREEMENT FOR ARCHITECT SERVICES FOR 3 RELOCATABLES AT LAKESIDE SCHOOL Mr. LaMattino made a motion to ratify Agreement with Mangini Associates Inc. for services regarding site improvements and utility connections for Three Relocatable Classroom Buildings being relocated from Gardenside Site to Lakeside Site at a cost of \$16,600.00 for Basic and Extended Services plus hourly. Mr. Martin seconded the motion. Motion carried unanimously.

SUMMER HOURS

Mr. Martin made a motion to ratify staff summer hours as follows: (i.e. District Office and Maintenance/Custodians, effective June 8, 2009 thru August 14, 2009).

Monday-Thursday = 10 hours per day to be determined by individual staff members.
Friday-Sunday = District closed.

Mr. LaMattino seconded the motion. Motion carried unanimously.

PROFESSIONAL SERVICES AGREEMENT

Mr. Martin made a motion to approve Professional Services Agreement with Dr. Ronald E. Meade for leadership consulting upon superintendent's request consisting of approximately five hours per month from August, 2009 through June, 2010 at a cost of \$500.00 per month. Mr. LaMattino seconded the motion. Motion carried unanimously.

BELL SCHEDULE/ INSTRUCTIONAL MINUTES

Mr. Martin made a motion to approve the Bell Schedule and Instructional Minutes for the 2009-10 school year. Mr. Machado seconded the motion. Motion carried unanimously.

REVISED SCHOOL CALENDAR

Mr. Martin made a motion to approve the revised school calendar for 2009-10 with a one week later start date of August 24, 2009 (to allow for completion of relocatables). Mr. Machado seconded the motion. Motion carried unanimously.

SUPERINTENDENT'S CALENDAR FOR 2009-10

Mr. Martin made a motion to approve the superintendent's calendar for 2009-10 school year. Mr. Machado seconded the motion. Motion carried unanimously.

STAFF DEVELOPMENT DAYS

Mr. LaMattino made a motion to approve staff development days for certificated personnel as follows:

Lakeside Union Elementary School District June 25, 2009



	June, 2009	Holt Math Training for grad TCOE, Visalia: 5 teachers (training plus 5 days x 7.25 f @ \$30.00 per hour plus mile	@ \$750.00 cac lours per day ea	h for	
STAFF DEVELOPMENT DAYS	July, 2009	Harcourt Math Training for grades K-5 te plus Special Ed. Teachers and Learning Director at TCIOE, Visalia: 13 teachers (\$750.pp each for training plus 5 days x 7.1 hours per day each @ \$30.00 per hour plumileage.) 5	
	Aug. 2009 (17 th /18 th)	CELDT & Dibbles Training Pacing at Lakeside: 19 teac 7.25 hours per day @ \$30.00	hers x 2 days x		
	Mr. Martin se unanimously	Martin seconded the motion. Motion carried nimously.			
CONTRACT PROPOSAL LEGAL SERVICES	Mr. Martin made a motion to approve Contract Proposal for Legal Services with Dwaine L. Chambers, Attorney At Law, an independent contractor doing business as School Law Consultants. Mr. LaMattino seconded the motion. Motion carried unanimously.				
STUDENT ACCIDENT INSURANCE RENEWAL	Mr. Martin made a motion to approve renewal of student accident insurance provided through The Maksin Group at a flat rate of \$1,975.00 based on 371 students for the 2009-10 school year (Ed. Code 322/59000). Mr. LaMattino seconded the motion. Motion carried unanimously.				
LEARNING DIRECTOR CONTRACT YEAR	Mr. Martin made a motion to approve the following changes to the Learning Director Contract:				
	Increase Hou From	ars To	Increase Day From	ys Fo	
	7.25 7.	50	184 1	90	
•	Mr. Machado seconded the motion. Motion carried				

Mr. Machado seconded the motion. Motion carried unanimously.

RESOLUTION – CLASS SIZE REDUCTION

Mr. Martin made a motion to adopt the following Resolution:

#09-15 Elimination of Class Size Reduction for Kindergarten.

Lakeside Union Elementary School District June 25, 2009



Mr. LaMattino seconded the motion. Motion carried unanimously.

STAFF/BOARD BREAKFAST

Mr. Martin made a motion to approve a Staff/Board Breakfast on Wednesday, August 19, 2009 at 8:00 a.m. to be catered inhouse at an approximate cost of \$9.00 per person. Mr. LaMattino seconded the motion. Motion carried unanimously.

LTA ROLLOVER AGREEMENT FOR 2009-10

Mr. Martin made a motion to approve the Lakeside Teacher Association Rollover Agreement for the 2009-10 school year. Mr. Machado seconded the motion. Motion carried unanimously.

MOUS WITH LTA -ADDITIONAL ELIGIBILITY PROVISIONS

Mr. Martin made a motion to ratify Memorandums of Understanding with Lakeside Teachers Association for 2008-09 and 2009-10 school years which changes the language in Article 25.4.1 to read "August 31" instead of "September 30". Mr. Machado seconded the motion. Motion carried unanimously.

RENAISSANCE LEARNING LICENSES

Mr. Martin made a motion to ratify reading and math licenses plus hosting services for 2009-10 school year through Renaissance Learning Inc. for a total cost of \$3,258.18. Mr. Machado seconded the motion. Motion carried unanimously.

CDS REVISION OF ADA FOR 2007-08

Mr. Martin made a motion to approve revision of Community Day School (CDS) Average Daily Attendance (ADA) for 2007-08 school year. Mr. LaMattino seconded the motion. Motion carried unanimously.

2009-10 SARB CONTRACT

Mr. Martin made a motion to approve School Attendance Review Board (SARB) Agreement with Kings County Office of Education for the 2009-10 school year opting for County SARB only @ \$1.73 per CBEDS. Mr. Machado seconded the motion. Motion carried unanimously.

2009-10 FINGERPRINTING CONTRACT

Mr. Martin made a motion to approve Agreement with Kings County Office of Education for the 2009-10 school year for Level II Service — Certificated Substitute Employees; New District Employees; Classified Substitute Employees and Volunteers for a Total of \$42.19/FTE. Mr. LaMattino seconded the motion. Motion carried unanimously.

Regular Meeting of the Lakeside Union Elementary School District Board of Trustees to be neighbor Lakeside School on Thursday, June 25, 2009 at 6:00 p.m. in Room 103.

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC HEARING DISTRICT BUDGET
- E. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll

ACTION ITEMS

			•
	Shelley	1.	Warrants
	Shelley	2.	Adoption of District Budget
	Shelley	3.	Resolution – Budget Adjustment
	Shelley	4.	Resolution – Board Delegation of Powers/Duties of Governing Board
	Dale	5.	Inter-district Transfers
	Dale	6.	Board Bylaws: BB 9250 Remuneration, Reimbursement and Other Benefits
	Dale	7.	Agreement for Architect Services for 3 Relocatables at Lakeside
,	Shelley	8.	Summer Hours – ratify10 hrs x 4
)	Dale	9.	Professional Services Agreement
	Dale	10.	Bell Schedule/Instructional Minutes for 2009-10
	Dale	11.	Revised School Calendar for 2009-10
	Dale	12.	Superintendent's Calendar for 2009-10
	Dale	13.	Staff Development Days
	Dale	14.	Contract Proposal for Legal Services
	Dale	15.	Student Accident Insurance
	Dale	16.	Learning Director Contract Year
	Dale	17.	Resolution – Class Size Reduction
	Dale	18.	Staff/Board Breakfast
,	Dale	19.	LTA Rollover Agreement for 2009-10
	Dale	20.	MOUs with LTA re Additional Eligibility Provisions
	Shelley	21.	Renaissance Learning Licenses
	Shelley	22.	CDS Revision of ADA for 2007-08
	Dale	23.	SARB Contract for 2009-10
	Dale	24.	Fingerprinting Contract for 2009-10
	Shelley	25.	Deferred Maintenance Five Year Plan
	Shelley	26.	English Language Acquisition Program
	Angela	27.	Change of Board Meeting Dates
	Dale	28.	Small School Districts Association Regional Conference
	Dale	29.	Text Book Orders
1	Shellcy		Consolidated Application for Funding Categorical Aid Programs – Part I
	Dale	31.	Approve Proposal for Inspection Service

Lakeside Union Elementary School District May 14, 2009



NUTRIKIDS (Contd.)

at a total cost of \$6,351.00 (We have already applied for a cafeteria grant which may include this or part thereof). Mr. LaMattino seconded the motion. Motion carried unanimously.

PURCHASE OF DOCUMENT CAMERAS

Mr. Martin made a motion to approve the purchase of two document cameras (SXGA Portable Visual Presenters) at a cost of \$695.00 each. Mr. LaMattino seconded the motion. Motion carried unanimously.

GASB 45

Mr. Martin made a motion to approve a Management Plan for GASB 45 – Health Benefits for Retirees. Mrs. Farris seconded the motion. Motion carried unanimously.

CLOSED SESSION (53957) PERSONNEL: (1) RESIGNATIONS (2) DISCUSSION DISTRICT PROPOSAL FOR LTA NEGOTIATIONS (3) SUPERINTENDENT EVALUATION (4) (35147) STUDENT BUS RIDING PRIVILEGES

The Board went into Closed Session at 7:26 p.m. The Board reconvened to Open Session at 8:05 p.m.

 Mr. Martin made a motion to accept letter of retirement from Claudia Jacobs effective June 11, 2009. Mr. LaMattino seconded the motion. Motion carried unanimously.

Mr. Martin made a motion to accept letter of retirement from Gail Comfort effective June 4, 2009. Mr. LaMattino seconded the motion. Motion carried unanimously.

- 2. No action taken
- 3. Mr. Martin made a motion to approve the Superintendent's Evaluation. Mr. LaMattino seconded the motion. Motion carried unanimously.
- 4. Mr. Martin made a motion to deny bus riding privileges to student ID #1956 for the remainder of the 2008-09 school year. Mr. LaMattino seconded the motion. Motion carried unanimously.

DISCUSSION ITEMS

The Board discussed the following:

During the 1st day of testing (4-21-09) the electricity was turned off for the full day at Lakeside due to PG & E routine maintenance. PG & E admitted to Mrs. Leal that the school's power should not have been turned off in the first place. However, all efforts by Mrs. Leal

Lakeside Union Elementary School District May 14, 2009



failed to have the power turned on again. The weather was very hot that day, students could not concentrate on the test, were complaining about the heat and could not see properly. Because Lakeside is currently in PI Status this could adversely affect our test scores for 2008-09. The consensus of the Board and those present was that the district should try to recoup some losses from PG & E

- 2. This was already discussed during action item above.
- 1. The Enrollment Report was presented.
- **2.** The Suspension Report was presented.
- **3.** <u>Superintendent Reports:</u> Mr. Ellis reported on the following:
 - a. Under Board Goals for 2009-10 we will have 3 sessions for 4-8 grades from 2 3 p.m.

 Tuesdays, Wednesdays and Thursdays to cover after school sports, electives and interventions.

 K-3 teachers will be handling interventions and electives.
 - b. Kim Faruzzi from KCOE is working with Hanford High School on a career oriented 6 week Summer Work Experience Program. We have applied for and requested 4 High School students to help with the move from Gardenside to Lakeside.
 - c. We are considering a revised school calendar for 2009-10 school with a start date of August 24th to allow extra time for the moving of portables.
 - d. Gardenside staff held a Mother's Day Tea last week and received positive feedback from parents.
 - e. Kindergarten graduation is set for June 4th, 2009 at 9:00 a.m.
 - f. Andre Booker, from Home Garden Water
 District has asked us to seriously consider
 selling Gardenside School to the Water District
 at some stage in the future. The Board directed

REPORTS

Regular Meeting of the Lakeside Union Elementary School District Board of Trustees to be held at Lakeside School on Thursday, May14, 2009 at 6:00 p.m. in Room 103.

- CALL TO ORDER A.
- PLEDGE OF ALLEGIANCE B.
- ROLL CALL C.
- PUBLIC COMMENT PERIOD D.

CONSENT CALENDAR

- 1. Minutes
- Payroll 2.

ACTION ITEMS

Shelley	1.	Warrants			
Angela	2.	Inter-district Transfers			
Angela	3.	Board Policies/Administrative Regulations/Board Bylaw/Exhibits			
		BP/AR/E 0520.2 Title I Program Improvement Schools			
		BP/AR 4113 Assignment			
		BP/AR 5125 Student Records			
		AR 5125.1 Release of Directory Information			
		BP/AR 5126 Awards for Achievement			
		BP/AR 5145.7 Sexual Harassment			
		BP/AR 5148 Child Care and Development			
		BP/AR 6163.4 Student Use of Technology			
Shelley	4.	Offers of Employment			
Shelley	5.	TCOE Consortium Agreement for Migrant Education			
Dale	6.	Collaboration Agreement with KCOE for ATOD & TUPE			
Dale	7.	County-Wide Plan to Serve Expelled Youth			
Dale	8.	Local Education Agency Plan (LEAP)			
Dale	9.	Single Plan for Student Achievement			
Dale	10.	Math Adoption K-5 Harcourt; 6-8 Holt/McD			
Dale	11.	AB 472 Math Training			
Shelley 12. Stipends Shelley 13. Resolution – SBState Bill X 34/ARRA American Recovery Reinvestment Act/SF					
					Fiscal Stabalization Fund
Dale	14.	Resolution – Reading Specialist			
Shelley		Cafeteria Grant/ Nutrikids POS System			
Dale	16.	Districtwide Safety Plan			
Shelley		Purchase of Document Cameras			
Shelley		GASB 45			
	19.	Closed Session: (54957) Personnel: (1) Resignations (2) Discussion District Proposal for LTA Negotiations			
		(3) Superintendent Evaluation			
		(35147) Student (4) Student Bus Riding Privileges			

May 14, 2009



Lakeside Union Elementary School District May 14, 2009

DISCUSSION ITEMS

Shelley 1.

PG&E Claim -Power Outage

Shelley 2.

Flexibility Funds

E. REPORTS

- 1. Enrollment
- 2. Suspension
- 3. Superintendent Reports
- 4. Teacher Reports
- 5. Board Member Reports/Comments

F. ADJOURNMENT

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Lakeside Union Elementary School District April 2, 2009



USE OF FLEXIBILITY PROVISIONS

Mr. Martin made a motion to approve the proposed use of flexibility options for 2008-09 as per spreadsheet page 1093) and to adopt Resolution #09-11 — see details above under Public Hearing. Mrs. Farris seconded the motion. Motion carried unanimously.

COMMUNITY-BASED ENGLISH TUTORING (CBET)

Mr. Martin made a motion to approve application for funding to participate in Community-Based English Tutoring Program for the 2009-10 school year. Mr. LaMattino seconded the motion. Motion carried unanimously.

CLASSIFIED LETTERS INTENT/ASSIGNMENTS

- (1) Mr. Martin made a motion to approve the Classified OF Letters of Intent for the 2009-10 school year as per attached list. Mrs. Farris seconded the motion. Motion carried unanimously.
- (2) Mr. Martin made a motion to approve the following assignment changes for Classifies staff for the 2009-10 school year:

Name	Increase Hours		Increase Days	
	From	To	From	To
Cindy Barcelos	6.75	7		
Fabiola Gutierrez	7	8	180	195
Angelica Zavala	7.50	8	180	195

Mr. LaMattino seconded the motion. Motion carried unanimously.

SCHOOL CALENDAR FOR 2009-10

Mr. Martin made a motion to approve the School Calendar for the 2009-10 school year. Mrs. Farris seconded the motion. Motion carried unanimously.

REQUEST FOR ALLOWANCE OF ATTENDANCE

Mr. Martin made a motion to approve request for Allowance of Attendance because of Emergency Conditions – (extreme fog, buses unable to run). Mr. LaMattino seconded the motion. Motion carried unanimously.

AUDIT CONTRACT

Mr. Martin made a motion to approve renewal of Contract for Auditing Services with Vavrinek, Trine, Day & Co., LLP for three years as follows:



Lakeside Union Elementary School District April 2, 2009

CLOSED SESSION (Contd.)

(ID # 1206)(case #09-08) and recommended option © "Facts presented justify an expulsion; order expulsion of student and set a date not later than the last day of the last semester of the 2008-09 school year (June 4, 2009) when the pupil may apply for readmission to school." Mr. Martin seconded the motion. Motion carried unanimously.

4. Mr. Martin made a motion to deny bus riding privileges to student ID #1206 for the remainder of the 2008-09 school year. Mr. LaMattino seconded the motion. Motion carried unanimously.

DISCUSSION ITEMS

The Board discussed the following:

- 1. The draft plan for Serving Expelled Students drawn up by Kings County School Districts Consortium.
- 2. SELPA Special Education Local Plan Area.

REPORTS

- 1. The Enrollment Report was presented.
- 2. The Suspension Report was presented.
- **Superintendent Reports:** Mr. Ellis reported on the following:
 - a. Jump Rope for Heart took place today and all Lakeside students participated and enjoyed the event. Teens as Teachers helped.
 - b. Angelica Zavala has been working with Latino parents' Literacy program. The parents graduated today with lunch at LaFiesta. The parents were very enthusiastic and thankful to the school for taking an interest in them.
 - c. Hand-in-Hand Resource Center will be hosting several events including an Easter egg hunt at Gardenside on Saturday starting at 11:00 a.m.
 - d. Hand-in-Hand Planning Committee are applying for a grant for the installation of

Regular Meeting of the Lakeside Union Elementary School District Board of Trustees to be held at Lakeside School on Thursday, April 2, 2009 at 6:00 p.m. in Room 103.

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC DISCLOSURE LAKESIDE TEACHERS ASSOCIATION
- E. PUBLIC DISCLOSURE LAKESIDE CLASSIFIED & CONFIDENTIAL MANAGEMENT
- F. PUBLIC HEARING USE OF FLEXIBILITY PROVISIONS
- G. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll
- Angela 3. Board Policies/Administrative Regulations (2nd Reading)

ACTION ITEMS

Shelley	1.	Warrants
Dale	2.	Inter-district Transfers

- Shelley 3. LTA Agreement for 2008-09
 - 4. Classified & Confidential Management Compensation Packets for 2008-09
- Angela 5. Quarterly Uniform Complaint Report Summary
- Shelley 6. Use of Flexibility Provisions
- Shelley 7. CBET Application for funding
- Angela 8. Classified Letters of Intent/Assignments
- Dale 9. School Calendar for 2009-10
- Shelley 10. Change of Board Meeting Date
- Shelley 11. Request for allowance of attendance
- Shelley 12. Audit Contract
- Dale 13. Approval to move K & 1st Grade and CDS Classes
- Shelley 14. Increase in Substitute Teacher Pay
- Dale 16. Managing Disruptive Behavior Conference
- Dale 18. Closed Session: (54957) Personnel: (1) LTA Negotiations
 - (2) Superintendent Evaluation
 - (35147) Student (3) S
- (3) Student Expulsion
 - (4) Student Bus Riding Privileges

DISCUSSION ITEMS

- Dale 1. Consortium Plan for Serving Expelled Students
 - 2. SELPA

H. REPORTS

- 1. Enrollment
- 2. Suspension
- 3. Superintendent Reports
- 4. Teacher Reports
- 5. Board Member Reports/Comments

I. ADJOURNMENT

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Lakeside Union Elementary School District March 5, 2009



STAFF APPRECIATION LUNCHEON

Mr. LaMattino made a motion to approve an all staff appreciation catered luncheon on Wednesday, May 6, 2009 at an approximate cost of \$15.00 per person. Mrs. Farris seconded the motion. Motion carried unanimously.

2ND INTERIM REPORT

Mrs. Leal gave a 10 minute power point presentation explaining figures in the various funds thru January 31, 2009 which were based on calculations before the state budget was passed. Mr. Machado made a motion to approve the 2nd Interim Report for the period ending January 31, 2009. Mrs. Farris seconded the motion. Motion carried unanimously.

RESOLUTION -BUDGET ADJUSTMENT

Mr. Machado made a motion to adopt the following Budget Adjustment Resolution:

#09-09 Various Income & Expenditure Accounts being routinely adjusted reflected in the 2nd Interim. Mr. LaMattino seconded the motion. Motion carried unanimously.

RESOLUTION -CALIFORNIA SCHOOL CASH RESERVE PROGRAM

Mr. Martin made a motion to adopt the following Resolution:

#09-10 California School Case Reserve Program, through PiperJaffrey and sponsored by CSBA
Finance Corporation. Participation in the program will enable the District to issue a Tax and Revenue Anticipation Note (TRAN) as part of this cost-effective pooled structure. Mr. LaMattino seconded the motion. Motion carried unanimously.

SATURDAY SCHOOL PROGRAM

Mr. Machado made a motion to ratify the Saturday Program which provides Language Arts Intervention to EL students, funded through Title III (use or lose). Mr. Martin seconded the motion. Motion carried unanimously.

ADJOURNMENT

The Board adjourned the regular meeting at 7:12 p.m. until after the Special Meeting scheduled for 7:00 p.m.

MEETING RECONVENED

The regular meeting was reconvened at 8:33 p.m.

The Board went into Closed Session at 8:34 p.m.

CLOSED SESSION (53957) PERSONNEL:

The Board reconvened to Open Session at 846 p.m.

- (1) LTA NEGOTIATIONS
- 1. LTA Negotiations: No action taken.

- (2) EDD ISSUES
- (3) STAFFING ISSUES

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Regular Meeting of the Lakeside Union Elementary School District Board of Trustees to be held at Lakeside School on Thursday, March 5, 2009 at 6:00 p.m. in Room 103.

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC HEARING LTA PROPOSAL TO DISTRICT AND DISTRICT PROPOSAL TO LTA FOR 2008-09 SCHOOL YEAR
- E. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll

ACTION ITEMS

	Shelley	1.	Warrants		
	Dale	2.	Board Policies/Administrative Regulations/Board Bylaws		
			BP/AR 1340 Access to District Records		
			BP/AR 4112.2 Certification		
			BP.AR 4112.21 Interns		
			AR 5111.1 District Residency		
			BP 6142.7 Physical Education		
		-	BP/AR 6164.2 Guidance/Counseling Services		
			BP/AR 6179 Supplementary Instruction		
	Dale	3.	LTA Proposal to District for 2008-09		
	Dale	4.	District Proposal to LTA for 2008-09		
	Dale	5.	Certificated Contracts for 2009-10		
	Dale	6.	Offer of Employment		
	Dale	7.	School Calendar for 2009-2010		
	Shelley	8.	CASBO Annual Conference		
	Shelley	9.	Ratify 2009 Cue Conference.		
	Dale	10.	Removal of Student Lockers		
	Dale	11.	Approval for Staff Appreciation Luncheon		
•	Shelley	12.	2 nd Interim Report		
	Shelley	13.	Resolution – Budget Adjustment		
	Shelley	14.	Resolution – Cal. School Cash Reserve Program		
	Dale	15.	Saturday School Program (ratify)		
	Dale	16.	Closed Session: (54957) Personnel: (1) LTA Negotiations		
			(2) EDD Issues		
			(3) Staffing Issues		
			(4) Superintendent Evaluation		
			(35147) Students (5) Expulsions		
			(6) Bus Riding Privileges		

Lakeside Union Elementary School District February 12, 2009



DISCUSSION ITEMS

The Board discussed the following:

- 1. Removal of lockers next year all classes will be selfcontained and therefore there will be no need for lockers. This will be brought up for action at the next meeting.
- 2. Program Improvement 2009-10: Corrective action to be taken next year (a) moving grade levels around (b) Alice Patterson (KCOE) & Linda Sisson will be using District Assistance & Intervention Team (DAIT) Title I, Part A, Accountability and looking at assessments and streamlining programs.
- 3. Adequate Yearly Progress (AYP) 2009
- 4. Budget. Shelley Leal gave the latest updates and will present the 2nd Interim at the next meeting.
- 1. The Enrollment Report was presented.
- 2. The Suspension Report was presented.
- 3. Samantha Moore, Auditor with Vavrinek, Trine, Day & Co. presented and explained the Audit Report for the period ending June 30, 2009.
- 4. <u>Superintendent Reports:</u> Mr. Ellis reported on the following:
 - a. We had a break-in at Lakeside on Monday night at 11:14 p.m. School office window was broken but nothing was stolen.
 - b. We are looking at the possibility of partnering with Armona Union Elementary School District and Hand-in-Hand Resource Center and collectively as a group applying for a grant to reduce school violence.
 - c. Meetings with Hanford High School and Pioneer Union Elementary School District have taken place regarding transportation issues. It will take many more such meetings to get everything worked out.

REPORTS

Lakeside Union Elementary School District Agenda for Regular Meeting 2-12-09

(35147) Student (6) Bus Riding Privileges

DISCUSSION ITEMS

Dale 1. Removal of lockers
Dale 2. Program Improvement- 2009-10
Dale 3. Adequate Yearly Progress (AYP) 2009
Shelley 4. Budget

E. REPORTS

- 1. Enrollment
- 2. Suspension
- 3. Audit Report Vavrinek, Trine, Day & Co.., LLP
- 4. Superintendent Reports
- 5. Teacher Reports
- 6. Board Member Reports/Comments

F. ADJOURNMENT

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Lakeside Union Elementary School District January 8, 2009



January 8, 2009

- a. Inspectors from Office of Public School
 Construction (OPSC) did a walk through at
 Gardenside School on Monday regarding the
 application process for modernization
 funding. The square footage needs to be
 recalculated and the entire application process
 will take at least 2 years. We have already
 received approval for Lakeside roofing project
 without funding.
- b. Mr. Ellis and Faith Jones met with Kim Wildey of Kings Partnership for Children, Hand-in-Hand Family Resource Center, the Home Garden Water District and members of Home Garden Community Coalition an organization for kids. Mrs. Jones presented information regarding setting up a boys and girls club at Gardenside. The end result for us would be that children have a place to go for organized sports, tutoring, etc. This would take at least 18 months to fully organize.
- bid for the moving of 3 portables from
 Gardenside to Lakeside School. We also need to check into the possibility of purchasing a 4th portable rather than leasing one.
- d. Mr. Ellis & Mrs. Sisson will be addressing teachers on how they need to challenge students in the classroom rather than teaching only to standards.
- e. Individual bus drivers or David Medeiros will start making direct contact with parents in an effort to establish communication regarding safety issues and to give them fair warning whenever their child is misbehaving on the bus.
- 5. <u>Teacher Reports</u>: There were no teacher reports.

Regular Meeting of the Lakeside Union Elementary School District Board of Trustees to be held at Lakeside School on Thursday, January 8, 2008 at 6:00 p.m. in Room 103.

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll

ACTION ITEMS

- 1. Warrants
- Board Bylaw 2nd Reading & Adoption BB 9324 Minutes and Recordings
- 3. Board Policies/Administrative Regulations/Board Bylaws 1st Reading

BP/AR 0520.3 Title I Program Improvement Districts
BP/AR 3100 Budget
BP/AR 3460 Financial Reports and Accountability
AR 3543 Transportation Safety and Emergencies
AR 4112.23 Special Education Staff
AR 5144.1 Suspension and Expulsion/Due Process

BP/AR 5145.12 Search and Seizure

BP/AR 6115 Ceremonies and Observances
BP, 6164.4 Identification and Evaluation for Special Education

BB 9012 Board Member Electronic Communications

BB 9320 Meetings and Notices

- 4. Annual Report of Developer Fees
- 5. KCSBA Annual President's Dinner (Jan 26)
- 6. Consolidated Application Part II
- 7. Consulting Services Agreement for GASB 43 and 45
- **8.** 2008-09 SARB Agreement with KCOE
- 9. 2008-09 Fingerprinting Agreement with KCOE
- 10. 2008-09 Psychological Services Agreement with KCOE
- 11. Quarterly Uniform Complaint Report Summary
- 12. Closed Session: (54957) Personnel: (1) LTA Negotiations

(2) EDD Issues

(35147) Student

- (3) Bus Riding Privileges
- (4) Student Expulsion

E. REPORTS

- 1. Enrollment
- 2. Suspension
- 4. Superintendent Reports
- 5. Teacher Reports
- 6. Board Member Reports/Comments

Lakeside Union Elementary School District November 18, 2008



SPECIAL RULE OF THE BOARD (Contd)

following the election as the date when that period starts). Mrs. Farris seconded the motion. Motion carried unanimously.

BOARD POLICIES/ ADMINISTRATIVE REGULATIONS/EXHIBIT/ BYLAWS Mrs. Horn made a motion to approve the 2nd Reading & Adoption of the following Board Policies/Administrative Regulations/Exhibits/Board Bylaws:

BP/AR 3270 Sale & Disposal of Books, Equipment and Supplies

Mr. Martin seconded the motion. Motion carried unanimously.

BOARD POLICIES/ ADMINISTRATIVE REGULATION Mr. Martin made a motion to approve the 1st Reading of the following Board Policy/Administrative Regulation:

BP/AR 1230 School-Connected Organizations

Mrs. Farris seconded the motion. Motion carried unanimously.

APPLICATION FOR CLASS SIZE REDUCTION

Mrs. Horn made a motion to approve Application for K-3 Class Size Reduction Program for 2008-09 school year. Mr. Martin seconded the motion. Motion carried unanimously.

APPROVAL FOR STAFF WINTER PARTY

Mrs. Farris made a motion to approve a Board/staff winder party at a cost of approximately \$20.00 per employee/board member. Mr. Martin seconded the motion. Motion carried unanimously.

PURCHASE OF REFURBISHED VIDEO CONFERENCING CAMERA Mr. Martin made a motion to approve the purchase of a refurbished video conferencing camera from 323. TV LLC in Kansas at a total cost of \$3,270.05 including tax and shipping. Mrs. Farris seconded the motion. Motion carried unanimously.

TEACHER INTERNSHIP PROGRAM AT CSUF

Mrs. Horn made a motion to approve partnering with California State University, Fresno with the Teacher Internship Program to offer the Teacher-In-Preparation Internship Credential Program for Multiple Subject (BCLAD), Single Subject and Special Education. This partnership is also in agreement with the Lakeside Teacher

Lakeside Union Elementary School District November 18, 2008



TEACHER INTERNSHIP

(Contd)

Association. Mr. Martin seconded the motion. Motion

carried unanimously.

PARENT-TEACHER CLUB

(PTC) BYLAWS

Mrs. Farris made a motion to approve Parent-Teacher Club Bylaws for Lakeside Union Elementary School District.

Mrs. Horn seconded the motion. Motion carried

unanimously.

CASBO ANNUAL **CONFERENCE IN**

SAN DIEGO

Mr. Martin made a motion to approve attendance by Shelley Leal, Business Manager at CASBO Annual Conference & California School Business Expo in San Diego, April 6-9, 2009. Mrs. Farris seconded the motion. Motion carried

unanimously.

FOR BUS RETROFITS

RESOLUTION-APPLICATION Mrs. Horn made a motion to adopt the following Resolution:

#09-04 Authorization of a District official with respect to applications for Local, State and Federal programs, projects or grants, on behalf of the District. (We intend to make application for retrofits for Bus #s 2, 3 and 4). Mr. Martin

seconded the motion. Motion carried unanimously.

GAMETIME PLAYGROUND **FITNESS EQUIPMENT**

GRANT

Mr. Martin made a motion to approve applying for a AND playground and fitness equipment grant which was created to help combat childhood obesity. Mrs. Horn seconded the motion. Motion carried unanimously.

BOARD GOALS

Mr. Martin made a motion to approve Lakeside School Board Goals for the 2008-09 school year. Mrs. Horn seconded the motion. Motion carried unanimously.

CLOSED SESSION (53957) PERSONNEL:

(1) RESIGNATION

(2) DISCUSSION - EDD 1.

ISSUES

(3) LTA NEGOTIATIONS

The Board went into Closed Session at 7:03 p.m. The Board reconvened to Open Session at 7:15 p.m.

Mr. Martin made a motion to accept resignation of Amanda Spaulding, Instructional Aide, effective with her last day o work, October 14, 2008 Mrs. Horn seconded the motion. Motion carried unanimously.

DISCUSSION ITEMS

Mr. Ellis gave the Board an update on student progress. All new programs are working well and both teachers and students appear to like them.

Lakeside Union Elementary School District November 18, 2008



REPORTS

- 1. The Enrollment Report was presented
- 2. The Suspension Report was presented.

3. <u>Superintendent Reports</u>:

- a. Mr. Ellis informed the Board about the following:
- b. We will be using an instructional norms check list as an observation tool - to give positive feedback to teachers. Alice Patterson from KCOE will be observing in our classrooms in the coming months.
- c. We recently held student/staff football and volleyball games. A great time was had by all and the staff won both games.
- d. We will be having weekly rewards for student attendance and it was suggested that we send letters home to let parents know.
- e. Teleparent is now up and running.
- f. We had a request from a group called "The Gentlemens Club" wishing to present gift certificates of \$25.00 to students in grades 1-8 based upon written essays on the topic "What I can do to make my community a better place to live in."
- g. There will be a program at Gardenside school on December 17 at 6:00 p.m.
- h. Gardenside school was tagged in several areas at around 10:00 p.m. on Saturday night.
- i. We have several people in the community interested in using Gardenside facilities for recreational purposes. We need to check into the cost of utilities especially water which is costing quite a lot. We also need to check on keys and the alarm being set off - this cost us overtime for David who was called out on Saturday

4. Teacher Reports:

Since she couldn't attend the meeting Mrs. Seaton sent in a report which Mr. LaMattino read aloud. The teachers are seeing progress with struggling readers since using the RTI program. She also mentioned the lack of a good communication system. (Mrs. Leal will set up all staff members on email to

ensure that everyone will be informed of upcoming events, etc.)

5. Board Member Reports:

Mrs. Farris is excited about passing over the Builders Club (a Junior Service Organization sponsored by Kiwanis Club) to Ms. Frey who will determine who the charter members can be so that they can send off names with a check from Kiwanis to enroll.

ADJOURNMENT

The Board adjourned at 7:16 p.m.

Regular Meeting of the Lakeside Union Elementary School District Board of Trustees to be held at Lakeside School on Tuesday, November 18, 2008 at 6:00 p.m. in Room 103.

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll

ACTION ITEMS

- 1. Warrants
- 2. Inter-district Transfers
- 3. Special Rule of the Board
- 4. Annual Organizational Meeting
- 5. Board Policy/Administrative Regulation 2nd Reading & Adoption: BP/AR 3270 Sale and Disposal of Books, Equipment and Supplies
- 6. Board Policy/Administrative Regulation 1st Reading: BP/AR 1230 School Connected Organizations
- 7. Application for Class Size Reduction
- 8. Approval for Staff Winter Party
- 9. Purchase of Refurbished Video Conferencing Camera
- 10. Teacher Internship Program at CSUF
- 11. PTC Bylaws
- 12. CASBO Annual Conference in San Diego
- 13. Resolution Application for Bus Retrofits
- 14. GameTime playground and fitness equipment grant
- 15. Board Goals
- 16. Closed Session: (54957) Personnel: (1) Resignation
 - (2) Discussion EDD Issues
 - (3) LTA Negotiations

DISCUSSION ITEMS

1. Update on student progress

F. REPORTS

- 1. Enrollment
- 2. Suspension
- 3. Superintendent Reports
- 4. Teacher Reports
- 5. Board Member Reports/Comments

G. ADJOURNMENT

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Public records relating to an open session agenda item of a regular meeting that are distributed within 72 hours prior to the meeting will be available for public inspection at the District Office, 9100 Jersey Avenue, Hanfor

Lakeside School Board Goals

- 1. All students can learn: we can teach them. (I would like to this to be the school motto)
- 2. Increase Parental Involvement.
 - a. Encourage parents to participate in the following:
 - i. School Site Council
 - ii. DELAC/ELAC
 - iii. Parents Club
 - iv. Volunteer in classrooms
 - v. Attend assemblies/school programs
 - vi. Back to School Night/Open House
- 3. Establish Common Culture (everybody plays a part in student performance)
 - a. Improve all Staff Collaboration/ all Staff Unity (certificated and classified)
 - b. Utilize a Response to Intervention model
 - c. Structure School day to fulfill student learning time- intervention time for some students, elective/workshop time for other students
 - d. Utilize District adopted/State Mandated curriculum
- 4. Continue to Improve School Facilities / District Facilities Conditions
 - a. Make school grounds aesthically pleasing
 - b. Continue to utilize deferred maintenance program for major improvement projects
- Increase Average Daily Attendance to 96%

Board Approved: November 18, 2008

Lakeside Union Elementary School District October 9, 2008



FOGGY DAY SCHEDULE (Contd.)

In the case of extreme heavy fog the schedule would be as follows:

Plan A - 1 hour bus delay Plan B - 2 hour bus delay Plan C - 3 hour bus delay Plan D - No bus transportation

Plan E - No School

Channel 18 or KMJ 580 AM will have bus schedule information.

Mrs. Farris seconded the motion. Motion carried unanimously.

QUARTERLY REPORT ON WILLIAMS UNIFORM COMPLAINTS Mr. Machado made a motion to accept the 1st Quarter Report on Williams Uniform Complaints for the period July 1 through September 30, 2008 (with zero complaints) Mrs. Farris seconded the motion. Motion carried unanimously.

PURCHASE OF NEW TECHNOLOGY EQUIPMENT

Mrs. Horn made a motion to ratify the purchase of the following Technology Equipment:

Product	Vendor	Cost	<u>‡</u> .
Licenses	Digital Info.	Services \$7,94	2.83
Computers	Dell Comput	er Corp. \$41,27	1.68
Server/Software	Dell Comput	er Corp. \$9,43	0.54

Mrs. Farris seconded the motion. Motion carried unanimously.

PURCHASE OF USED PICK-UP TRUCK

Mrs. Farris made a motion to approve the purchase of a used pick-up utility truck up to a maximum cost of \$5,000.00 Mrs. Horn seconded the motion. Motion carried unanimously.

ADULT MEAL PRICE INCREASE

Mrs. Horn made a motion to approve an increase in the price of an adult breakfast from \$0.75 to \$1.10 (to be in compliance with state requirements — an adult breakfast must be charged at least \$0.50 more than the full price of a student breakfast which is currently \$0.60). Mr. Machado seconded the motion. Motion carried unanimously.

Lakeside Union Elementary School District October 9, 2008



REPORTS (Contd.)

e. We might also consider selling the 3 Gardenside portables.

4. Teacher Reports:

Mrs. Sisson announced that members of the Gang Task Force will be making a presentation to the staff on Wednesday, October 22, 2008 at 2:00 p.m. and would like to invite Board members to attend if possible.

RTI started yesterday in 2nd, 3rd, 4th and 5th grade classrooms. Teachers and Instructional Aides are very excited about the program. The students really like it. They will start with 1st grade at Gardenside on Monday. A few of our teachers visited Kit Carson school to get some ideas regarding structure. etc.

5. Board Member Reports:

Mrs. Farris is excited about passing over the Builders Club to Ms. Frey who will determine who the charter members can be so that they can sent off names with a check from Kiwanis to enroll.

ADJOURNMENT

The Board adjourned at 7:33 p.m.

Regular Meeting of the Lakeside Union Elementary School District Board of Trustees to be held at Lakeside School on Thursday, October 9,2008 at 6:00 p.m. in Room 103.

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC HEARING PUBIL TEXTBOOKS & INSTRUCTIONAL MATERIALS
- E. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll

ACTION ITEMS

- 1. Warrants
- 2. Inter-district Transfers
- 3. Board Policies/Administrative Regulations/Exhibits -2nd Reading & Adoption:

BP 0200 Goals for the School District

BP/AR 3311 Bids

BP 4136 Nonschool Employment

BP 4151/4251/4351 Employee Compensation

BP 4161 Leaves

BP/AR 5131.1 Bus Conduct

- 4. Board Policies/Administrative Regulations 1st Reading: BP/AR 3270 Sale and Disposal of Books, Equipment and Supplies
- 5. Resolution: Pupil Textbooks & Instructional Materials
- 6. School Accountability Report Card (SARC)
- 7. Offer of Employment
- 8. Foggy Day Schedule
- 9. Quarterly Report for Williams Uniform Complaints
- 10. Purchase of New Technology Equipment
- 11. Purchase of used Pick-up truck
- 12. Adult meal price increases
- 13. Application for Bus Replacement Grant
- 14. Supplemental Services Contract with Club Z
- 15. Student Council Fund Raisers
- 16. Letter of Support for Hand-in-Hand Resource Center
- 17. Closed Session: (54957) Personnel: Discussion EDD Issues

DISCUSSION ITEMS

1. Board Goals

F. REPORTS

- 1. Enrollment
- 2. Suspension
- 3. Superintendent Reports

Board Agenda October 9, 2008

- 4. Teacher Reports
- 5. Board Member Reports/Comments

G. ADJOURNMENT

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

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Minutes of Special Meeting of the Lakeside Union Elementary School District Board of Trustees held on Saturday, September 20, 2008 at Lakeside School.

CALL TO ORDER

The Meeting was called to order at 8:45 a.m. by Mr.

.Brandon LaMattino, Chairman of the Board.

ROLL CALL

Mr. LaMattino, Mrs. Carole Farris, and Mr. Joe Machado were present. Mr. Doug Martin arrived at 9:15 a.m. Mrs.

Judy Horn arrived at 9:30 a.m.

PLEDGE OF ALLEGIANCE

PUBLIC COMMENT PERIOD

There were no public comments.

SKILLS TUTOR
SUPPLEMENTAL
INSTRUCTION AND
TUTORING PROGRAM

Mrs. Farris made a motion to approve the purchase of Skills Tutor supplemental instruction and tutoring program from Houghton Mifflin Learning Technology at a cost of \$18,923.00. The program will complement our existing instruction and covers a period of 4 years together with additional services throughout the lifetime of the subscription. Mr. Machado seconded the motion. Motion

carried unanimously.

BOARD WORKSHOP WITH ALVIN G. SANDRINI

The Board of Trustees, together with Superintendent/ Principal, Mr. Dale Ellis, and Dr. Ron Meade held a workshop led by Alvin G. Sandrini, Educational

Consultant. Governance issues were discussed along with

Board Policies, Role of Trustees, Role of the

Superintendent, Practices and Protocols of the District.

ADJOURNMENT

The Board adjourned at 12:30 p.m.

Special meeting of the Lakeside Linon Elementary School District Board Trustees to be School on Saturday, September 20, 2008 at 8:30 a.m. in room 103.

- A. CALL TO ORDER
- B. ROLL CALL
- C. PLEDGE OF ALLEGIANCE
- D. PUBLIC COMMENT PERIOD

ACTION ITEMS

- 1. Skills Tutor supplemental instruction and tutoring program.
- E. BOARD WORKSHOP WITH ALVIN G. SANDRINI EDUCATIONAL CONSULTANT The Board and Superintendent will discuss issues related to Governance issues which may include but not limited to Board Policies, Role of Trustees, Role of the Superintendent, Practices and Protocols of the District.
- F. ADJOURNMENT

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

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Lakeside Union Elementary School District September 11, 2008



LAKESIDE BASEBALL STYLE HATS

والأسراء الراه

Mr. LaMattino made a motion to ratify the purchase of Lakeside Baseball style hats at a cost of \$386.10 using district discretionary funds; the hats to be used for student incentives. Mrs. Farris seconded the motion. Motion carried unanimously.

KCSBA/ACSA FALL CONFERENCE

Mr. LaMattino made a motion to approve attendance by Board Members, Superintendent and Business Manager at KCSBA/ACSA Fall Conference to be held at West Hill College, Lemoore, Saturday, September 13, 2008 from 7:45 a.m. to 2:00 p.m. Mrs. Horn seconded the motion. Motion carried unanimously.

MOU FOR AFTER SCHOOL SPORTS STIPENDS

Mr. LaMattino made a motion to approve a Memorandum of Understanding for After School Sports offering stipends of \$500.00 for each of the 8 coaching positions for the 2008-09 school year. Mrs. Horn seconded the motion. Motion carried unanimously.

Mr. LaMattino made a motion to approve a Memorandum of Understanding for Athletic Director offering a stipend of \$500.00 for the 2008-09 school year. Mrs. Farris seconded the motion. Motion carried unanimously.

ADDENDUM TO TECHNOLOGY MAINTENANCE SERVICE AGREEMENT

Mr. LaMattino made a motion to approve addendum to Maintenance Agreement for Technology Services as follows: Addional 200 hours commencing 9-10-08 to 6-30-09, the additional cost to be prorated in the amount of \$50.00 per hour using Title I money. Mrs. Horn seconded the motion. Motion carried unanimously.

CLOSED SESSION (53957) PERSONNEL: EDD ISSUES The Board went into closed Session at 7:55 p.m. The Board reconvened to Open Session at 8:10 ρ .m.

DISCUSSION ITEMS

CST/API & AYP Test Scores: Mr. Ellis did a Power Point presentation for the Board which showed that the scores are down this year and we are once again in year one of Program Improvement (PI) status. He explained new strategies for improvement i.e. ensure students being taught utilizing instructional time to the fullest, smaller class sizes, early release time used for staff development/collaboration, developing a sense of school pride, exploring options for

Lakeside Union Elementary School District September 11, 2008



DISCUSSION ITEMS (Contd.)

better behavior and eliminating problems by introduction of Character Counts Program this year. Mrs. Sisson and Mrs. Jones are working very hard on behavior and attendance issues.

Those teachers present had an opportunity to respond to several questions directed by Board members regarding ways and means of improving student scores. Mrs. Horn suggested they take information back to the other teachers and encouraged all teachers to attend the Board meetings.

REPORTS

- 1. The Enrollment Report was presented
- 2. The Suspension Report was presented.

3. Superintendent Reports:

Mr. Ellis highlighted some key issues that are currently being discussed and/or happening i.e.

- a. Moving playground equipment to Lakeside
- b. Grants for new playground equipment
- c. 5 new portables for Lakeside
- d. \$1 mil. modernization could come in with move from Gardenside.
- **e.** Faith Jones is currently working on classroom management strategies.
- f. Peer helpers amongst students
- g. New sports uniforms are in and first game takes place tomorrow.
- h. Bluebird bus having problems. Dave working with High School to diagnose. Mr. LaMattino suggested that it might be more cost effective to buy a new engine. Dave also checking with Air Quality Board.
- i. KCSBA/ACSA Conference takes places at West Hills College on Saturday next.

4. Teacher Reports:

Mrs. Seaton mentioned that the 2nd and 3rd grade teachers love their rooms at Lakeside. Back-to-school night had an excellent response. We had a better turn out at Lakeside than Gardenside this year. Mr. Ellis suggested that it might be a good idea to

Regular Meeting of the Lakeside Union Elementary School District Board of Trustees to be held at Lakeside School on Thursday, September 11,2008 at 6:00 p.m. in Room 103.

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

- 1. Minutes
- 2. Payroll

ACTION ITEMS

- 1. Warrants
- 2. Board Policies/Administrative Regulations/Exhibits 1st Reading:

BP 0200 Goals for the School District

BP/AR 3311 Bids

BP 4136 Nonschool Employment

BP 4151/4251/4351 Employee Compensation

BP 4161 Leaves

BP/AR 5131.1 Bus Conduct

- 3. Student Accident Insurance
- 4. Disposal of Obsolete Equipment
- 5. Bus Routes
- **6.** Designated Administrative Backup
- 7. Unaudited Budget Actuals
- 8. Resolution Gann Limit
- 9. Kings View Counseling Services Agreement
- 10. Increase in Instructional Aide Time
- 11. Lakeside Baseball style Hats
- 12. KCSBA/ACSA Fall Conference.
- 13. MOU for After School Sports Stipends
- 14. Addendum to Technology Maintenance Service
- 15. Closed Session: (54957) Personnel EDD issues.

DISCUSSION ITEMS

1. CST/API & AYP Test Scores

E. REPORTS

- 1. Enrollment
- 2. Suspension
- 3. Superintendent Reports
- 2. Teacher Reports
- 3. Board Member Reports/Comments

F. ADJOURNMENT

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

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Lakeside Union Elementary School District August 21, 2008



APPROVAL OF CLASSIFIED STAFF ATTENDANCE AT WORKSHOP Mr. Machado made a motion to ratify attendance by certain Classified Staff at workshop (Dibbles) for approximately one half day before school resumed. Mrs. Farris seconded the motion. Motion carried unanimously.

PROFESSIONAL SERVICES AGREEMENT Mr. Martin made a motion to approve Professional Services Agreement with Dr. Ronald E. Meade for leadership consulting upon Superintendent's request at a cost of \$500.00 for five hours per month for the 2008-09 school year. Mrs. Farris seconded the motion. Motion carried unanimously.

APPROVAL TO SELL 7100 I TM BLACKBERRY Mrs. Farris made a motion to approve selling Nextel 7100i tm Blackberry for an amount of \$50.00. Mr. Machado seconded the motion. Motion carried unanimously.

APPROVAL TO PURCHASE SPORTS UNIFORMS

Mr. Martin made a motion to approve the purchase of new sports uniforms at an approximate cost of \$4,500.00. Mrs. Farris seconded the motion. Motion carried unanimously.

CLOSED SESSION: (54957)
(a) PUBLIC EMPLOYEE
APPOINTMENT – SUPT.
(b) RESIGNATION

The Board went into Closed Session at 7:20 p.m. The Board reconvened to Open Session at 7:25 p.m.

- (a) Public Employee Appointment Superintendent
- (b) Mr. Martin made a motion to accept resignation of Tess Conlu, Library Aide, effective at the end of the 2007-09 school year. Mr. Machado seconded the motion. Motion carried unanimously.

DISCUSS AND APPROVE FINAL CONTRACT FOR SUPERINTENDENT FOR TERM JULY 1, 2008 THROUGH JUNE 30, 2011 Mr. Martin made a motion to approve final contract for Dale Ellis, Superintendent/Principal for a term of 3 years – July 1, 2008 through June 30, 2011. Mr. Machado seconded the motion. Motion carried unanimously.

DISCUSSION ITEMS

1. Board goals for 2008-09 school year: Mr. Ellis distributed to the Board the last 3 years CST scores and informed them that we need to come up with plans to bring these scores back up and we need to check on instructional methods being used in the classrooms. He asked the Board for goal objectives

Lakeside Union Elementary School District August 21, 2008



DISCUSSION ITEMS (Contd.)

and where we want to be in 3-5 years from now. This can be discussed in more depth with Mr. Sandrini when the Board has the workshop with him. Mr. Machado indicated that we need to find the weaknesses and fix them and this starts from the top leadership down.

2. <u>Facilities Planning:</u> We are checking into selling Portables and Dr. Penn from CDE will visit Lakeside and Gardenside in the near future to establish if we may qualify for hardship funding.

REPORTS

1. Superintendent Reports: Mr. Ellis reported that beginning enrollment is higher this year and that no classroom has more than 30 students. We have some bussing issues which Dave is working on.

Caltrans donated 50 backpacks containing various school supplies for students who did not have one. The Board would like a thank you not sent with Board signatures.

2. <u>Teacher Reports:</u> Mrs. McMullen spoke on behalf of Mrs. Seaton who said that the move to Lakeside went very well – maintenance staff were very helpful. Overall they were made to feel very welcome.

The bells are not working properly at Lakeside. Bells for recess would be nice and all classroom clocks need to be synchronized. Mr. Ellis informed them that some new clocks are on order.

During the Mervyns Shopping Spree 23 of our students were each able to purchase \$115.00 worth of clothing and backpacks. There were lots of volunteers to help with this project. The Soroptomist Club also donated an extra \$540.00 for additional clothing to be kept at school and used for needy students as necessary.

Mrs. Davis said that it seemed very lonely at Gardenside now with fewer cars in the parking lot.

Regular Meeting of the Lakeside Union Elementary School District Board of Trustees to be held at Lakeside School on Thursday, August 21, 2008 at 6:00 p.m. in Room 103.

- A. CALL TO ORDER
- B. PLEDGE OF ALLEGIANCE
- C. ROLL CALL
- D. PUBLIC COMMENT PERIOD

CONSENT CALENDAR

1.	Minutes				
2.	Payroll				
	ACTION ITEMS				
1.	Warrants				
2.	Inter-district Transfers 169-175				
3.	Board Policies/Administrative Regulations/Exhibits – 2 nd Reading & Adoption:				
	BP/AR 3350 Travel Expenses				
	AR 3514.2 Integrated Pest Management				
4	BP/AR 6146.5 Elementary/Middle School Graduation Requirements 176-189				
4.	Domestic Water Testing Service Agreement 190-193				
5.	Approval of Supt's Calendar				
6.	School Innovations & Advocacy—School Accountability Report Card (SARC) 196-206				
7.	Declaration of Need for Fully Qualified Educators				
8.	Ratify Painting Project at Gardenside School				
9.	Ratify Maintenance Agreement for Technology Services				
10. 11.	Offer of Employment				
11. 12.	Classified Staff Assignment Change and Salary Schedule Verbage				
12. 13.	Educational Consultant Services Agreement 217-220				
13. 14.	MOU re After School Education and Safety (ASES) Program				
1 4 . 15.	Approval of 2 days for Stoff Downlaws at fan Tay I ag 24-227				
15. 16.	Approval of Classified Staff Attendance at World Inc.				
17.	Approval of Classified Staff Attendance at Workshop				
18.	Professional Services Agreement (Superintendent)				
10. 19.	Approval to sell Nextel 7100i tm Blackberry				
20.	Closed Session: (54957) Personnel: (a) Public Employee Appointment -				
40.	Superintendent; (b) Resignation				
21.	Discuss and approve final Contract for Superintendent for term July 1, 2008				
21,	through June 30, 2011				
	unough vano 30, 2011				
	<u>DISCUSSION ITEMS</u>				
	1. Board goals for 2008-09 school year				
	 Board goals for 2008-09 school year				
	2. 1 doinges 1 failining				

Lakeside Union Elementary School District June 24, 2008



JOB DESCRIPTIONS (Continued)

Revised:

Executive Secretary/Human Resources

Mrs. Horn made a motion to approve. Mr. Martin seconded the motion. Motion carried unanimously.

ENGLISH LANGUAGE ACQUISITION PROGRAM (ELAP) Mr. Martin made a motion to approve application for funding for ELAP for Fiscal Year 2008-09. Mrs. Horn seconded the motion. Motion carried unanimously.

COLLABORATION
AGREEMENT – ALCOHOL
TOBACCO & OTHER DRUGS
(ATOD)

Mrs. Horn made a motion to approve Collaborative Agreement with Kings County Office of Education for strategies in achieving a reduction in alcohol, tobacco and other drugs (ATOD), and for Tobacco Use Prevention Education (TUPE). Mr. Martin seconded the motion. Motion carried unanimously.

APPROVAL OF ARCHITECTS FOR RELOCATABLES, ETC. Mr. Martin made a motion to approve using Mangini and Associates - an Architect firm - for Services for Relocatables, Modernizations and Future Growth Projects as per their Statements of Qualifications (Four other Architict firms had submitted their Statements of Qualifications). Mrs. Farris seconded the motion. Motion carried unanimously.

SMALL SCHOOL DISTRICTS' ASSOCIATION (SSDA) REGIONAL CONFERENCE Mrs. Farris made a motion to approve Board Member's and Superintendent's attendance at Small Districts' Association 2008 Pismo Beach Regional Conference July 11, 2008. Mr. Machado seconded the motion. Motion carried unanimously.

DISCUSS AND APPROVE EMPLOYMENT CONTRACT FOR SUPERINTENDENT/ PRINCIPAL Mr. Martin made a motion to approve employment contract for Superintendent/Principal as follows:

Name

Term of Contract

Salary

Dale Ellis

Three (3) Years

\$85,000.00

Mr. Machado seconded the motion. Motion carried unanimously.

Lakeside Union Elementary ool District June 24, 2008

2	0.	Consolidated Application for Funding Categorical Aid Programs – Part I 1813
2	:1.	Summer Hours
2	2.	Ratify purchase of Carpet Shampooer
2	3.	"Bring Up Grades" & "Builders Club In Brief" Programs
2	4.	Disposal of Surplus Property
2	5.	San Joaquin Reading Implementation Center Contract
2	6.	Love & Logic Conference
2	7.	Staff Assignment Changes
2	8.	Job Descriptions Changes/Revisions
2	9.	English Language Acquisition Program (ELAP)1853-1856
3	0.	Collaboration Agreement - Alcohol, Tobacco & Other Drugs (ATOD) 1857-1861
3	1.	Approval of Architect for Relocatables
3	2.	Small School District's Association Regional Conference
3	3.	Closed Session: (Gov. Code 54957) (a) Public Employee Appointment/
		Employment, Superintendent (b) (Gov. Code 54957.6) Conference
		with Labor Negotiations. Agency Designated Representative:
		Brandon LaMattino, Board President; Unrepresented Employee:
		Superintendent
3	4.	Discuss and Approve Employment Contract for Superintendent
		DISCUSSION ITEMS
		1. Board goals for 2008-09 school year
R	EPO	PRTS
1.		Enrollment Report
3.		Superintendent Reports
4.		Teacher Reports
5.		Board Member Reports/Comments .

H. ADJOURNMENT

G.

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Minutes of Special Meeting of the Lakeside Union Elementary School District Board of Trustees held on Thursday, March 27, 2008 at Lakeside School.

CALL TO ORDER

The Meeting was called to order at 8:08 a.m. by Mr.

Brandon LaMattino, Chairman of the Board.

ROLL CALL

Mr. Brandon LaMattino, Mrs. Judy Horn, Mrs. Carole Farris, Mr. Joe Machado, Mr. Doug Martin were present.

PLEDGE OF ALLEGIANCE

PUBLIC COMMENT PERIOD

There were no public comments.

CLOSED SESSION:

The Board went into Closed Session at 8:10 a.m. The Board reconvened to Open Session at 8:23 a.m.

(1) GOV.CODE (54956.9(b) CONFERENCE WITH LEGAL COUNSEL -

LEGAL COUNSEL -ANTICIPATED LITIGATION/ SIGNIFICANT EXPOSURE TO

LITIGATION: ONE POTENTIAL CASE;

Mrs. Horn made a motion to approve Settlement

Agreement and Release in the case of Michael Sherrod. Mrs. Farris seconded the motion. Mrs. Horn, Mrs. Farris, Mr. Machaco, Mr. Martin and Mr. LaMattino voted aye.

Motion carried.

ADJOURNMENT

The Board adjourned at 8:25 a.m.

Board Agenda March 27, 2008

Special Meeting of the Lakeside Lion Elementary School District Board Trustees to be School on Thursday, March 27, 2008 at 8:00 a.m. in room 103.

- A. CALL TO ORDER
- B. ROLL CALL
- C. PLEDGE OF ALLEGIANCE
- D. PUBLIC COMMENT PERIOD
- E. CLOSED SESSION (Gov. Code section 54956.9(b))

Conference with Legal Counsel – Anticipated Litigation/Significant Exposure to Litigation: one potential case

F. ADJOURNMENT

Any Individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Meeting: May 17, 2010

Administrative Staff present: Dale Ellis, Superintendent/ Principal

District staff present: Shelley Leal, Business Manager

Certificated Staff present : Cindi Marshall, LTA President

Meeting started at 2:37 pm

Dale stated that the incentive piece of the grant needed to be agreed upon .

Shelley, Cindi and Dale reviewed the May 13th discussion regarding teacher incentives.

Cindi requested that all certificated staff be included in the incentive .

Dale agreed that including all would help improve our school culture and that all certificated staff along with classified are important in the district's students being successful.

Cindi agreed that all employees that have student contact and are involved in the students learning process in any way should be fairly compensated if the school makes its growth target.

Shelley requested whether classified would include instructional aides or all employees designated classified.

Dale stated all employees certificated and classified including bus drivers and secretaries since they all play a role in the school day to allow for instruction to occur .

Cindi agreed but stated the incentive amount should be based on student contact time since certificated put in more of the needed academic instruction than even an instructional aide.

Dale agreed, Teachers would receive one agreed upon amount and classified 35% of the certificated amount.

Cindi agreed that was a fair .

Shelley requested a amount to be decided so the budget for the SIG could be completed.

Dale proposed \$1,000 for meeting the growth target, an additional \$1,000 if growth is exceeded by 1 or more points, \$3,000 if proficiency levels are met for all subgroups and \$1,500 if the school reaches safe harbor. This allows for a possibility of \$1,000 to \$5,000 per certificated teacher.

Cindi agreed to the amounts and stated that the MOU between the district and LTA would have to be very clear and requested that criteria be placed on the teachers service within the school year to allow for fairness within the teachers and the work each put forth for student instruction.

Dale agreed that a teacher who did not serve a majority of the school year would not have put in the same amount of work as a teacher who served at least 75% of the 184 contracted days.

Cindi stated the MOU should contain language not only on amount but that a teacher who has served 75% of the contracted 184 days and provided instruction during the regular school year, after-school tutoring, or summer school would be eligible.

Dale and Shelley both agreed.

Shelley requested information on budgeting for tutoring and summers school.

Dale stated he plans on 8 teachers providing after-school tutoring and summer school. Teachers would receive paid prep time for each .

Shelley requested if a budget for supplies would be given.

Cindi stated that teachers would need separate supplies to allow for the most time to be used for instruction instead of organizing supplies .

Dale agreed he preferred if teachers were prepared before the instruction began not scavenging for supplies from within their classroom.

Cindi stated that currently for RTI within her classroom supplies are kept separate so that they are ready when needed not in students desks for example whiteboards. Supplies that would be needed would be pencils, notebooks, folders, whiteboards, dry-erase markers, erasers and highlighters.

Shelley requested an estimate of cost.

Cindi stated that when the above supplies were purchased this year for her room they averaged \$130 but hey did not last all year and some supplies had to be replaced.

Dale proposed \$150 for after-school tutoring and \$100 for summer school.

Cindi agreed that should be sufficient and asked about copy allowances.

Shelley stated copies would be allowed as needed.

Dale agreed.

Cindi stated that she would be sharing the tentative information agreed upon with the certificated staff and inform Dale or Shelley if any concerns were expressed.

Dale stated that the grant would be presented to the staff next week, tentatively Tuesday, May 25th.

Meeting concluded at 4:09 pm

Meeting: May 13, 2010

Administrative Staff present: Dale Ellis, Superintendent/ Principal

District staff present: Shelley Leal, Business Manager

Certificated Staff present : Cindi Marshall, LTA President

Meeting started at 3:03 pm

Dale Ellis stated that the SIG would include a teacher incentive piece that required teacher input and requests Cindi Marshall's input as Lakeside Teachers Association President.

Cindi Marshall requested clarification on what the incentive would entail.

Dale stated that the incentive would be for all certificated staff and would be based on CST results.

Cindi requested information on what CST information would be used to determine eligibility for teacher incentive and what incentive would be offered, monetary or other.

Dale requested input on using the growth target to judge whether adequate achievement had been made by the teachers instructionally and stated it would be monetary since the teachers are not receiving a raise and are currently the lowest paid in the area.

Shelley requested a specific monetary amount be discussed and was set at an amount that hopefully the district could continue after the three years of the grant.

Dale suggested \$2,500 for meeting the API growth target and an additional \$1,500 for meeting all AYP subgroups.

Shelley restated her request to keep it at an amount that would be more realistic for the district to continue.

Cindi suggested \$ 1,500 for meeting the API growth target and an additional \$1,500 for meeting all AYP subgroups.

Shelley agreed that the amounts would be more realistic for budget reasons.

Dale stated that the amounts would be considered and that the district would require a MOU between the district and LTA to clarify who receives the incentive and the amounts including time span and contingency on receiving funds from the SIG .

Cindi stated that the LTA general membership has already been informed at the May 5, 2010 meeting that what is agreed to in regards to the SIG application process would be contingent on the approval of the grant otherwise the MOU's would be void.

It was agreed by all parties to continue the incentive discussion before an agreement would be made.

Meeting concluded at 5:07 pm

Staff meeting: May 26, 2010

Administrative Staff present: Dale Ellis, Superintendent/ Principal

District Staff Present: Shelley Leal, Business Manager

Certificated Staff present: Cindi Marshall, James Jay, Irene Brieno, Brooke Periera, Brittany Sternberg, Debbie Wilcox, Rosemary Andrus-Mitchell, Lonabeth Davis, Teresa Morisson, Linda Seaton, Ron Reilly, Tami McMullen, Alise Frey, Michelle Lewis, Linda Sisson, May Yang, Marilyn Goddard, Stephanie Whittington, Linda Sisson

Meeting started at 3:16 pm

Dale stated that the SIG would be completed and delivered on Tuesday, June 1st.

Shelley presented the SIG budget proposal. Certificated staff was given a copy.

Dale and Shelley left the meeting so Evaluation piece could be discussed by LTA membership.

Clndi presented the LTA membership with a copy of the proposed Evaluation form, peer observation form, and flow chart outlining the proposed evaluation process. Membership was given time to review documents.

Anne asked if a discipline policy was going to be put in place, since discipline sometimes hinders the learning process.

Tami stated that the discipline committee has been reviewing the current policy and will be presenting a new one to the staff after collecting further staff input by the beginning of the 2010-11 school year.

Lonabeth asked how a teacher would be able to observe another teacher during the school day.

Cindi stated that on the peer observation form you will see that the district will be providing release time to allow for this.

Cindi presented the LTA membership with her letter of support for the SIG. No comments were shared.

Cindi presented the LTA membership with the MOU for Article VI: Hours. MOU was approved by majority.

Cindi presented the LTA membership with the MOU for Article VIII: Evaluation. MOU was approved by majority.

Cindi asked for any questions/ comments to be made. No comments were shared.

Meeting concluded at 4:12 pm

Minutes taken by Cindi Marshall, LTA President

Board of Trustees:

Joe Machado Doug Martin Judy Horn Brandon LaMattino Derrell Meek

Lakeside Union Elementary School District

Dale Ellis, Superintendent/Principal 9100 Jersey Avenue - Hanford, CA 93230 Telephone (559) 582-2868 - FAX (559) 582-7638



Staff Meeting 3:15 May 26, 2010 Room 304

Agenda

- 1. Report from discipline committee
- 2. SIG Update
- 3. Mrs. Sisson 2010-2011 school year
 - 4. Other items
 - 5. Nocole introduced Dennish

SIGN IN Marsh a 15. Linda Deado Staff meeting: May 12, 2010

Administrative Staff present: Dale Ellis

Certificated Staff present: Cindi Marshall, James Jay, Irene Brieno, Brooke Periera, Brittany Sternberg, Debbie Wilcox, Rosemary Andrus-Mitchell, Lonabeth Davis, Teresa Morisson, Linda Seaton, Ron Reilly, Tami McMullen, Alise Frey, Michelle Lewis, Linda Sisson, May Yang

Meeting started at 3:18 pm

Linda Sisson, Learning Director, presented information regarding the following:

- 1. purple RTI folders for grades k-5. Folders are to be turned in by the end of the current school year. Teachers are to include within the purple folder: Dibels, CRI, HM summative test
- 2. Language Arts pacing binders are to be returned so that 2010-11 language arts pacing schedule can be placed inside and returned to teachers
- 3. Math pacing guides for 2010-11 should be completed and submitted to Linda Sisson ASAP
- 4. Summer camp hosted by the Sheriffs, 8 students in grades 3,4 or 5 may attend. Teachers are to turn in a list of students who may benefit from the program by Friday, May 14.

Dale Ellis, Superintendent/ Principal , presented room assignments for the 2010-11 school year.

Alise Frey, Softball coach, recommended that the Staff vs. Softball team game be changed to a girls softball team vs. boys softball team game . This is due to the teams overall behavior during the season. Brooke Periera, Softball coach, supported the idea. James Jay, Athletic Director, proposed eliminating the game all together . Michelle Lewis proposed that we at least allow the girls softball team vs. boys softball team game as a school event for the other students to be involved in and observe during the last week of school. All teachers agreed it is an incentive and boost of school spirit to hold the game. The game is scheduled for Tuesday, June 1 at 9:00 am.

Tami McMullen announced All you can eat ice cream party for students to be held Tuesday, June 1 in the afternoon.

James Jay announced Sports Banquet has been moved to Tuesday, June 1st. Dinner served at 6:00 and awards to start at 6:30 pm. Alise Frey asked about transportation for students to get out to Lakeside. Dale stated he would discuss this concern with Steven Brewer, Head of Transportation.

Linda Sisson directed teachers that have attended Thinking Maps and Step up to Writing training within the 2009-10 school year to submit a one page reflection on what they learned during the training and how they have or plan to implement the information or strategies in the classroom.

Dale Ellis presented to the staff a memo from Steven Brewer directing teachers to remove personal belongings from their classrooms and to turn in room keys before leaving for the summer. Alise Frey asked about working in the classroom during the summer. Dale announced teachers would not be allowed in classrooms until August 2, 2010 due to deep cleaning of the rooms throughout the summer.

Lonabeth Davis asked about an end of the year check-off packet. Dale announced the packets would be coming at a later date.

James Jay, Athletic Director, presented a proposal to eliminate Lakeside's participation in the current league and introduce inter-mural sports. The proposal is that students within grades 5-8 would be eligible to sign up and participate. Eighth grade students would be eligible to serve as team captains. Students who signed up would be placed within mixed ability teams. Practices would tentatively be twice a week for 45 minutes . Games would be played Friday afternoons and all classes would be encouraged to attend to build school spirit. This proposal comes in response to concerns regarding interruption in instructional time due to off campus games and transportation costs. Alise Frey, coach, stated that students have little to look forward to as it is in regards to incentives for good behavior and currently this is our only current parent involvement . She had also come up with a proposal to restructure team sports based on student achievement criteria to participate and a new team building structure between coaches and players, proposal was not presented to staff. Rosemary Andrus-Mitchell stated that sports help with school spirit and students look forward to them. Michelle Lewis asked about students that are trying to be serious athletes not having an opportunity to play competitively. James stated that he found that students that are that serious are playing on other outside teams. Brooke Periera, coach, stated Alise Frey and herself would give up their stipend to off set cost if that was a primary concern. Cindi Marshall asked if instructional minutes would still be interrupted since games would be in the afternoon and not all students would be eligible to play due to behavior and grades . It was also asked where the students of the coaches would go during the games . No answer was given. All parties involved agreed it is still a working plan .

Dale Ellis presented information regarding the SIG process.

- 1. A new application made available yesterday but remains in draft format
- 2. CDE is open to our transformation model due to the fact we have had some components in place already beginning this year 2009-10
- 3. A main component is the 300 hours increase to instructional time. District has to provide access to the increased instructional minutes. This may be increasing daily instructional minutes, after school tutoring, summer school, and professional development. Professional development may include a contract with West Ed. Teachers were asked who would be interested in providing tutoring after school, 6 hands were raised. Cindi Marshall, LTA President, stated that it would be beneficial to be provided by us but the district could hire outside certificated teachers to conduct tutoring. Dale responded by stating that it was voluntary but it is preferential to have our teachers working with the students and teachers would be compensated for their time since it is not within the contract. It was also stated that besides being compensated for tutoring teachers could receive compensation for planning time per week to allow for teachers to prepare for tutoring.
- 4. Teacher Evaluation has been opened by the district for negotiations with LTA to adhere to the requirements of the SIG process. District is looking at beginning the process of aligning

evaluation to student progress in the 2010-11 school year and fully implementing it by the 2011-12 year. This would allow for negotiations with LTA. As Grant is written it would be based on AYP and API.

5. Teachers were requested to share input of what improvements they would like to see or feel would be beneficial.

Teresa Morisson stated that more resource staff would be beneficial since the Reading Specialist position has been eliminated for the 2010-11 year due to budget constraints.

Brooke Periera stated that she agreed about resource staff and felt that our intensive students could use more one on one help but staff is not available.

Tami McMullen stated that instructional aides need training in instructional strategies to get the most benefit when working with students.

Irene Brieno stated that she would like aides to take yard duty instead of teachers so teachers would be free to work with students one on one during recess time. Dale responded by stating that CA ed code does not allow detaining students during their recess or lunch break. Cindi Marshall stated that teachers need to be careful with holding students in and can not keep a student form having their break but it could be possible to get permission form parents . Cindi also stated that as long as the teacher had a 5 minute break during recess the LTA contract would not be violated. Tami McMullen stated that students who are held in at her sons charter school contact parents to inform them if it is needed that day. Dale restated that is something to be careful about and aides could be looked at as an option but currently it does not cost extra to have teachers do it . Dale continued to state if the teachers felt strongly about it that the cost of additional aide time for yard duty could be looked at to be included in the grant to allow teachers to provide intervention to students .

Lonabeth Davis stated that a Pre-K program could be beneficial. Irene Brieno agreed and added that it would help prepare the students for Kindergarten. Dale stated that would require a new teacher and a look at transportation issues regarding additional students to fit on our current 3 buses. Dale added he agreed that it would be a good start to the students academics and benefit us in the long run.

Meeting concluded at 4:45 pm

Dale Ellis	
Cindi Marshall <u>Marshall</u>	James Jay
Irene Brieno Shene Brieno	Brooke Periera Bull
Brittany Sternberg Britany Sternberg	Debbie Wilcox Jellie Julie
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Ron Reilly	Tami McMullen Saher
Alise Frey	Michelle Lewis Plus
Anne Reinhart	Marilyn Goddard
Lenis Brown	Linda Sisson Sinda Sissin
Stephanie Whittington	May Yang Way Yang

Lakeside Elementary School

School Improvement Plan

(APS) in October 2009, the English Leaner Subgroup Self-Assessment completed in January 2008, and a review of student assessment data This improvement plan was developed as a result of reviewing data gathered through the administration of the Academic Program Survey from Spring 2007 and 2008 and 2009 STAR testing. This plan was developed in conjunction with the faculty, administration, and parents of Lakeside School. This improvement plan includes overarching goals, action strategies, expected outcomes, individuals responsible for implementation, proposed methods to measure the success of the strategies, and proposed budget allocation and uses the California Department of Education's Nine Essential Program Components as the major goal setting areas

English Language Arts and 58% of all students, including significant subgroups will achieve "proficient" or above as including significant subgroups will achieve "proficient" or above as measured by the California Standards Test in Overarching Goal: Increase student achievement and close the achievement gap. By 2010 56.8 % of all students measured by the California Standards Test in Mathematics.

. Instructional Program/Time/Pacing

Goal Number 1: Implement effective standards-based instruction that addresses the needs of all students, thus provide equity in opportunity for all students to meet or exceed grade level standards.

Ш	Expected Outcomes	Individual(s)	Method to Measure	Begin Date	Budget Allocation
		Responsible for	Success of Action	End Date	(EPC 9)
		implementation	Strategy		
Reading Language	nguage	Classroom Teacher	Classroom	8/2010-6/2011	LD Salary and
Arts (including	ling	Principal	Observations		Benefits –
reading, writing,	iting,	Learning Director	Lesson Plans		Title 1, Title 2
grammar, spelling,	elling,	Literacy Coach			
read aloud, and	nd				
shared reading)	(S				
teaching points will	S will				
be derived from	Ε				
California Standards	ndards.				
				1100	
Intensive students wil	ents will	Classroom Teacher	Small group instruction 8/2010-6/2011	8/2010-6/2011	Classroom supplies,
					COLUMN TO SERVICE SERV

Lakeside School | School Improvement Plan 2009-2010



			301.100		Materials
Provide differentiated small	participate in explicit reading instruction and	Principal Learning Director	Collaboration goal		Printing cost
instruction/intervention	will progress in reading		settings specific to		Title 1
based on identified student	level. Teachers will		targeted groups		
need	monitor progress of all		Formative ELA		
	students including		Assessments		
	English Learner and		Lesson Plans for		
	Migrant Students, at		targeted groups		
	least on a monthly		DIBELS		
	basis		CRI	0 (2010 6 /2011	General Durnose
1.3 (EPC2)	Students are provided	Classroom Teacher	Daily Schedules	8/2010-6/2011	deneral rui pose
All classrooms have the	with appropriate	Principal			
appropriate time allocation	instructional time in				
for all students, including	both subjects.				
English Learners, in					
Language Arts and					
Mathematics					- C
1.4 (EPC8)	Essential	Classroom Teacher	Lesson Plans	8/2010-6/2011	Title 2
Fully implement standards	standards/units will be	Principal	District benchinary		1
based on mathematics	instructed prior to	Learning Director	assessments		
instruction utilizing the	state testing.				
district core instructional					
program in mathematics					
and following the distort					
pacing guide.			11.71	1,007,000,000,00	
1.5(EPC2)	Students will	Classroom Teacher	Small group instruction	TT07/9-0T07/8	
Provide differentiated	participate in explicit	Principal	schedules		
Small group mathematics	mathematics	Learning Director	Formative math		
instruction	instruction and will		assessments		
	increase understanding				
,	towards math				
	standards. Teachers				
	will monitor progress		•		
	of intensive students				
	on a regular basis.				
1.6 (EPC2)	Implementation of	Classroom teacher	Identification of	8/2010-6/2011	
Implement a K-3 pull-	intervention, during (Principal	students		

Lakeside School | School Improvement Plan 2009-2010 2

X

out/push-in reading intervention program which	the school day, in order	Learning Director	Schedule of intervention	
incorporates identification	achievement		Student Assessment Results (Pre/Post test)	
and proved intervention				
during the school day, based				
on student needs				
1.7(EPC2)	Daily English language	Classroom Teacher	Daily Schedules	
Implement a school wide	Development	Principal	Evidence of	
English Language	instruction is provided	Learning Director		130
Development Program,	to English Learner			
incorporating 20 minutes of	using a deployment			
vocabulary development	model in grades 2-6		•	
instruction and 30 minutes	and embedded			
of Shared Reading,	throughout the school			
according to student English	day for grades K-1, in			
Language proficiency levels.	order to increase			
	English Proficiency.		100 to 10	
1.8(EPC1)	Students will be able to	Principal	Teacher Notes	
Teacher will list language	articulate purpose of	Learning Director	Lesson Plans	
and content objectives on	instruction and what	Teachers	Pacing Calendars	
lesson plan(s) to indicate	they learned daily	RSP Teacher	Curriculum guides	
what students should know,			Posting in classroom	
understand, and be able to				
do for each lesson in each				
subject area.		1000	1111	
1.9 (EPC5)	Teachers will be able to	Principal	Teacher Data	
Teachers will disaggregate	summarize student	Learning Director	Purple folder	
data and interpret results	goals and provide	Teachers		
through the use of a student	documentation that	-		
profile notebook to make	shows the goals			
decisions about planning	directly impact student			
instruction and	academic needs in all			
interventions to meet the	subject areas.			
needs of all students				***

2. Student Achievement Monitoring System

Goal Number 2: Develop and utilize an assessment and monitoring system that informs teachers of students' progress and effectiveness of instruction.

Action Strategies	Expected Outcome(s)	Individual(s)	Method to Measure	Begin Date	Budget Allocation
		Responsible for	Success of Action	End Date	
		Implementation	Strategy	The state of the s	
2.1 (EPC5)	Monitor the learning of	Classroom teacher	Reports of student		
Implement district	all students (including	Principal	achievement on		
is realist laggings and	English Learner and	Learning Director	Lakeside Benchmark		
and Mathematics	progress		dssessifierits.		
2.2 (EPC 5)	Monitor the learning	Classroom teacher			
Develop and utilize a	and progress of	Principal			
formative assessment	intensive need students	Learning Director			
system designed to	(including EL and				
collect data and	Migrant)				
monitor progress of					
intensive needs					
students a minimum of					
once every three					
weeks.					
2.3 (EPC 5)	Systematically monitor	Classroom teacher			
Follow the district	the learning and	Principal			
adopted testing	progress of intensive	Learning Director			
calendar which reflects	need students				
required assessments,	(including EL and				
formative assessments	Migrant) and progress				
and state assessments	towards meeting				
	standards.				
2.4	Monitor classrooms for	Principal			
Increase students	attendance. Reward	School Attendance			
attendance and	monthly attendance for	Clerk			



Lakeside School | School Improvement Plan 2009-2010

promote good	100% attendance.			
citizenship		,		
2.5	Monitors students	Principal		
Monitor and reward	Behavior Intervention	Learning Director	-	
successful completion	Plans and reward for	Counselor		
of Behavior	appropriate behavior.			
Intervention Plan				

3. Building Leadership and teaching Capacity

Goal Number 3: Build and sustain leadership capacity that supports continuous instructional and school improvement. Incorporate professional development, collaboration and coaching for instructional effectiveness and increased teacher capacity.

Action Strategies	Expected Outcome(s)	Individual(s)	Method to Measure	Begin Date	Budget Allocation
		Responsible For	Success of Action	End Date	
		Implementation	Strategy		
3.1 (EPC6)	Greater Teacher	Classroom Teacher	Meeting Schedules		
Utilize the instructional	capacity for providing	Principal	Coaching Schedules		
Leadership Team, made	effective standards-	Learning Director	Professional		
up of the principal,	based instruction that	RSP Teacher	Development		
learning director and	meets the needs of all		Agendas		
the KSP teacher to	students.		Teacher Survey		
maintain focus on the school plan and to	Building capacity of				
provide systematic	instructional			-	
professional	leadership team.				
development targeted					
at building teacher					
capacity.					
3.2 (EPC 4)	Develop leadership				
Teachers and	and teacher capacity		-		
Administrators will	to implement				
complete	vocabulary				
professional	instruction using the				
development for	Houghton Mifflin				
Standards Based	curriculum				
English Language					
Development (SB					
472)					
3.3 (EPC 6)	Increased teacher			*	
Implement a model	capacity to provide				
of focused coaching	explicit direct				
support.	instruction based on				

Lakeside School | School Improvement Plan 2009-2010

	student need.	
3.4 (EPC 6)	Increased teacher	
Provide support for	capacity to provide	
teachers with an	explicit instruction	
emphasis on English	based on a student	-
Language	need.	
Development.		_



School Site Council

Agena		12/3/2009 3:30 PM Gardenside School
Meeting called by:		
Type of meeting: Facilitator:		
Note taker:		
Please read:		
	Agenda topics	
	Vender Faire	Dale
	PI Status	Dale
	SMART Goals	Dale
	Parent Involvement Meeting	Dale
Special notes:		
		,
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Guide to the Single Plan for Student Achievement

	Students w/Disabilities	۲. ۲.					
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GLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP	8 - 8	کے در	ĝ	8	19 23 18.7 12 PT INC	35	22
TAE	English Learners	7.	3	2	55	33	
E DA		≻⊢	3	5	18.3	7.40	2
ANC	0	۲۳	100	35 22 41 14 9 35	23	7	ठ्
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		\.) coj	5	\$	244	23
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	All Students	, , ,) cc)	8	<u>~</u>	35.2	5
	Alls	۲−	co) ca) oo) ca) oo	49 30 56 9 5	287 R.1 242420 351 381	14 255 446 34 255KHT	400 NO 400 -
	AYP PROFICIENCY LEVEL		Participation Rate	Number At or Above Proficient	Percent At or Above Proficient	AYP Target	Met AYP Criteria

Conclusions indicated by the data:
7
;

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

Guide to the Single Plan for Student Achievement

							ΜA	THE	MATI	CSF	FRF	ORM	ANC	E DA	TAB	\ \ \	I IDE	U	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP							
AYP PROFICIENCY LEVEL	Alix	All Students	t):	>	White		Afri	African- American		Asian	an		Hispanic	anic		English	S S	동년	Redesignated -Fluent English	ated	ß.	Socioecon	5	75 (Students	s ·
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Participation Rate	8	100 100 100 100 100 100	00,	8	8	8	†						3 6		- 3	1 8	, 3 8		7		7	6	8 00		7	က
Number At or Above Proficient	es.	65 28 67 9 4	40	5	7	4	5	7				7	1 1/2	4530 3224 13 37	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\ \tilde{C}	3.3				3 -6	5 L	2 %			
Percent At or Above Proficient	3,5	J.85	31.68	मुन	2.6	33.3	38 A8291 429 26 33,3 2086.7 23.3	7 33	3	-		8	f/1	351 17.2394 32 144 31.6	<u> </u>	1 2	31.5				33.3	7.7/	373 14968			
AYP Target	5	7.3	17.7	7,	47	,ç	35 37 45 24 55 22 47 24 55 CJG	7,	12:	1		1 3	1 %	12/26/33 42/26/33 42/	<u>, </u>	£5.	5				्र	12 43°	7,55			
Met AYP Criteria	73	CN ON \$ 63 CN CN CS	23	1,8	9	2	4	NON	<u> </u>		<u> </u>	1 22	<u> </u>	75	2/2	7	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2				25	7c3 HO 7c3)÷			

Oriteria 1/25 NO 1/25 NO NO - NO -	16 NO 165 763 MO 163 125 HO 76	
Conclusions indicated by the data:		

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DataQuest home > Select School > School Reports > Current Page

2008-09 Accountability Progress Reporting (APR)



School Chart 2009 Adequate Yearly Progress (AYP) Report

California Department of Education Academic Accountability and Awards Division 9/15/2009

School:

Lakeside Elementary

LEA:

Lakeside Union Elementary

County:

Kings

CDS Code:

16-63966-6010508

School Type:

Elementary

Direct Funded Charter School: No

	2009 AYP and PI Links:
	School Overview
	School Report
	School PI Status
	LEA List of schools
	County List of Schools
1 1 1	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4

(An LEA is a school district or county office of education.)

2008-0	9 APR	2008-09 State API 2009 Federal AYP and PI				i Pl	
Summary	Glossary	2008 Base	Guide	Growth	АҮР	Pl	Guide

_		
ł	Fadaral Assertability Adagusto Vaculy Progress (AVD)	
1	Federal Accountability: Adequate Yearly Progress (AYP)	

Made AYP:

No

Met AYP Criteria:

English-Language Arts

Mathematics

Participation Rate

Yes No Yes Yes

Percent Proficient
Academic Performance Index (API)

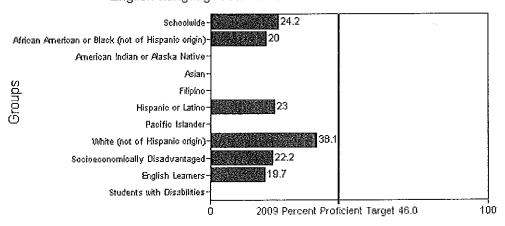
- Additional Indicator for AYP

Yes

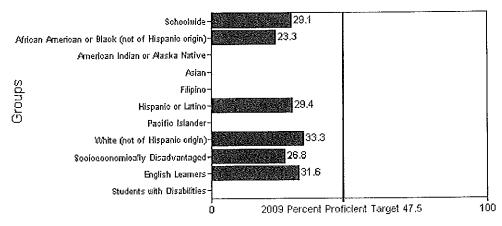
Graduation Rate

N/A

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



DataQuest home > Select School > School Reports > Current Page

2007-08 Accountability Progress Reporting (APR)



School Chart 2008 Adequate Yearly Progress (AYP) Report

California Department of Education Policy and Evaluation Division 8/12/2009

School:

Lakeside Elementary

LEA:

Lakeside Union Elementary

County:

Kings

CDS Code:

16-63966-6010508

School Type:

Middle

Direct Funded Charter School: No

	2008 AYP and PI Links:
	School Overview
	School Report
	School Pl Status
	LEA List of schools
Ĭ	County List of Schools
An LEA	s a school district or county office of

education.)

2007-08 APR			2007-08 State API		200	8 Federal AYP an	d Pl	
Summary	Glossary	2007 Base	Guide	2008 Growth	Guide	АҮР	Pl	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP:

No

Met AYP Criteria:

English-Language Arts

Mathematics

Participation Rate

Yes No

Yes No

Percent Proficient Academic Performance Index (API)

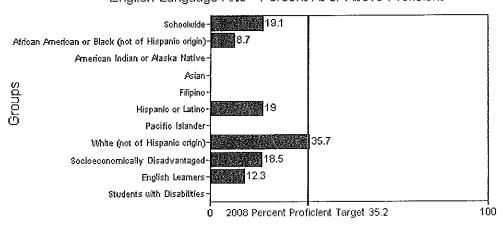
- Additional Indicator for AYP

No

Graduation Rate

N/A

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient

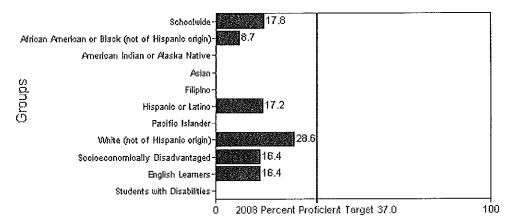




Figure 9
Projected Performance on AYP Annual Measureable Objectives (AMOs): English Language Arts

Lakeside Elementary: School Report

	Percent /	At or Above F	Proficient
Year	AMO Target	School Results	Desired Future Results
2002	13.6%	9.5%	·· · · · · · · · · · · · · · · · · · ·
2003	13.6%	15.5%	
2004	13.6%	14.2%	
2005	24.4%	24.2%	
2006	24.4%	33.3%	
2007	24.4%	28.7%	
2008	35.2%	19.1%	
2009	46.0%	24.2%	24.2%
2010	56.8%		39.4%
2011	67.6%		54.5%
2012	78.4%		69.7%
2013	89.2%		84.8%
2014	100.0%		100.0%

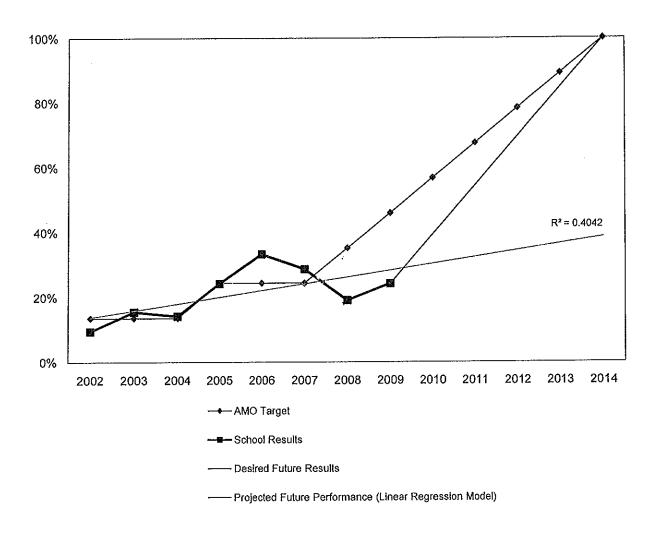




Figure 10
Projected Performance on AYP Annual Measureable Objectives (AMOs): Mathematics

Lakeside Elementary: School Report

	Percent /	At or Above P	roficient
Year	AMO Target	School Results	Desired Future Results
2002	16.0%	15.3%	
2003	16.0%	15.4%	
2004	16.0%	20.6%	
2005	26.5%	27.1%	
2006	26.5%	39.4%	
2007	26.5%	38.0%	
2008	37.0%	17.8%	
2009	47.5%	29.1%	29.1%
2010	58.0%		43.3%
2011	68.5%		57.5%
2012	79.0%		71.6%
2013	89.5%		85.8%
2014	100.0%		100.0%_

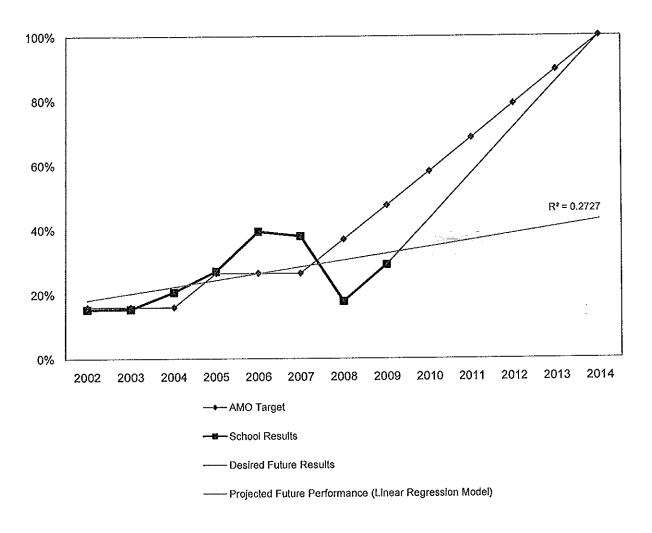


Figure 11
Projected Performance on AYP Annual Measureable Objectives (AMOs): English Language Arts

Lakeside Elementary: African American Subgroup Report

	Р	ercent At or A	Above Proficien	t
Year	AMO Target	White Results	African American Results	Desired Future Results
2002	13.6%	29.7%	0.0%	
2003	13.6%	31.4%	7.4%	
2004	13.6%	10.7%	11.1%	
2005	24.4%	39.1%	25.9%	
2006	24.4%	33.3%	34.5%	
2007	24.4%	42.9%	26.9%	
2008	35.2%	35.7%	8.7%	
2009	46.0%	38.1%	20.0%	20.0%
2010	56.8%			36.0%
2011	67.6%			52.0%
2012	78.4%			68.0%
2013	89.2%			84.0%
2014	100.0%			100.0%

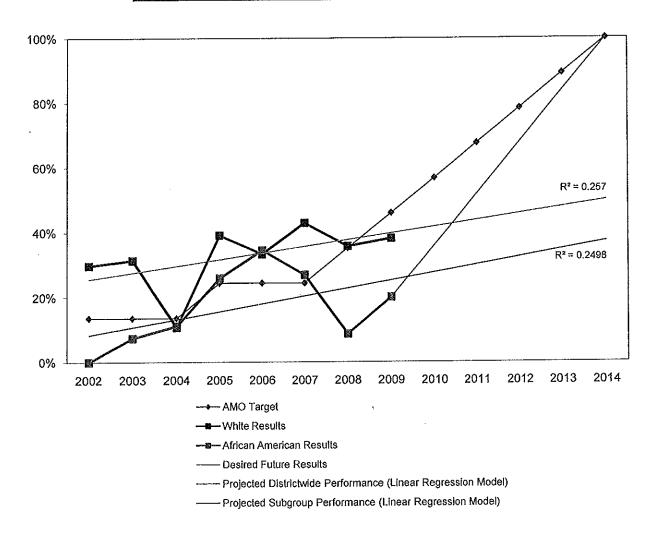




Figure 12
Projected Performance on AYP Annual Measureable Objectives (AMOs): Mathematics

Lakeside Elementary: African American Subgroup Report

	P	ercent At or A	Above Proficient	
Year	AMO Target	White Results	African American Results	Desired Future Results
2002	16.0%	15.3%	17.8%	
2003	16.0%	15.4%	7.4%	
2004	16.0%	35.7%	11.1%	
2005	26.5%	30.4%	22.2%	
2006	26.5%	37.5%	34.5%	
2007	26.5%	42.9%	30.8%	
2008	37.0%	28.6%	8.7%	
2009	47.5%	33.3%	23.3%	23.3%
2010	58.0%			38.6%
2011	68.5%			54.0%
2012	79.0%			69.3%
2013	89.5%			84.7%
2014	100.0%			100.0%

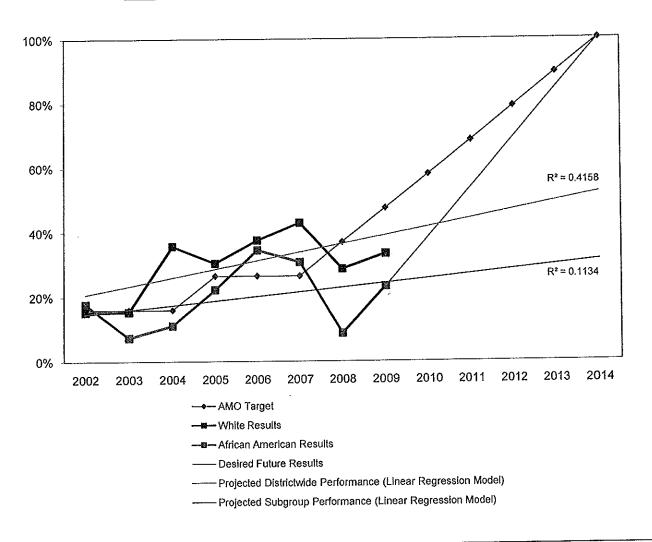
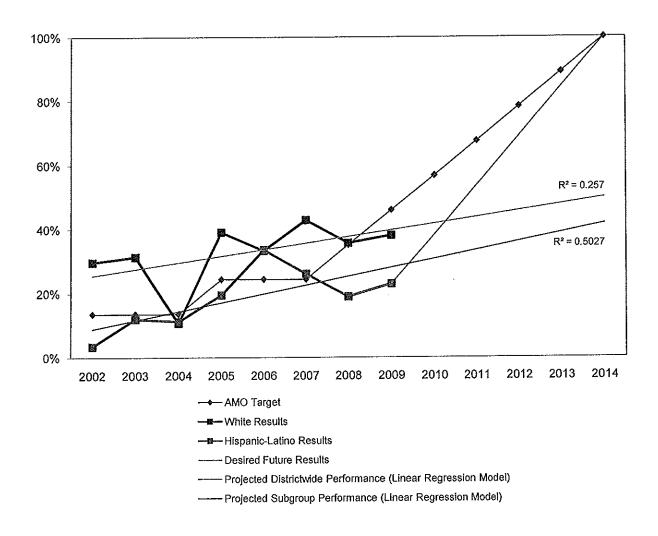
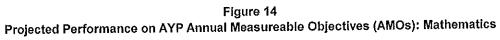


Figure 13
Projected Performance on AYP Annual Measureable Objectives (AMOs): English Language Arts

Lakeside Elementary: Hispanic-Latino Subgroup Report

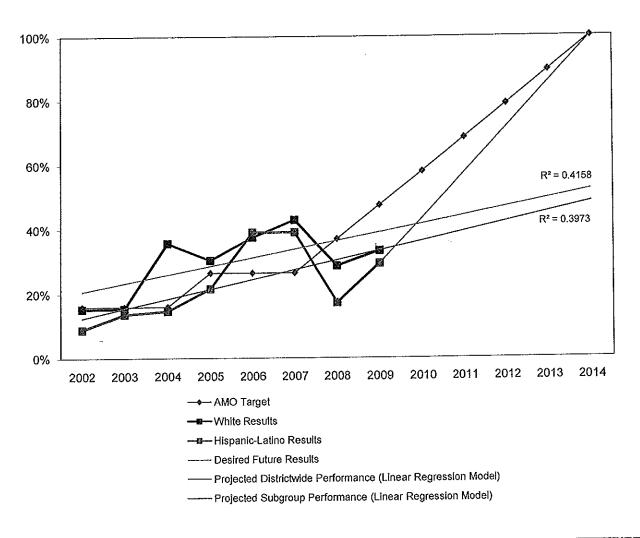
	P	ercent At or /	Above Proficien	t
Year	AMO Target	White Results	Hispanic- Latino Results	Desired Future Results
2002	13.6%	29.7%	3.5%	
2003	13.6%	31.4%	12.0%	
2004	13.6%	10.7%	11.3%	
2005	24.4%	39.1%	19.5%	
2006	24.4%	33.3%	33.6%	
2007	24.4%	42.9%	26.1%	
2008	35.2%	35.7%	19.0%	
2009	46.0%	38.1%	23.0%	23.0%
2010	56.8%			38.4%
2011	67.6%			53.8%
2012	78.4%			69.2%
2013	89.2%			84.6%
2014	100.0%			100.0%





Lakeside Elementary: Hispanic-Latino Subgroup Report

	P	ercent At or A	Above Proficien	t
Year	AMO Target	White Results	Hispanic- Latino Results	Desired Future Results
2002	16.0%	15.3%	8.9%	
2003	16.0%	15.4%	13.7%	
2004	16.0%	35.7%	14.7%	
2005	26.5%	30.4%	21.6%	
2006	26.5%	37.5%	39.1%	
2007	26.5%	42.9%	39.1%	
2008	37.0%	28.6%	17.2%	
2009	47.5%	33.3%	29.4%	29.4%
2010	58.0%			43.5%
2011	68.5%			57.6%
2012	79.0%			71.8%
2013	89.5%			85.9%
2014	100.0%			100.0%





Lakeside Elementary: Economically Disadvantaged Subgroup Report

Year	Percent At or Above Proficient				
	AMO Target	School Results	ED Subgroup Results	Desired Future Results	
2002	13.6%	9.5%	5.7%		
2003	13.6%	15.5%	13.6%		
2004	13.6%	14.2%	13.4%		
2005	24.4%	24.2%	21.8%		
2006	24.4%	33.3%	31.9%		
2007	24.4%	28.7%	27.3%		
2008	35.2%	19.1%	18.5%		
2009	46.0%	24.2%	22.2%	22.2%	
2010	56.8%			37.8%	
2011	67.6%			53.3%	
2012	78.4%			68.9%	
2013	89.2%			84.4%	
2014	100.0%			100.0%	

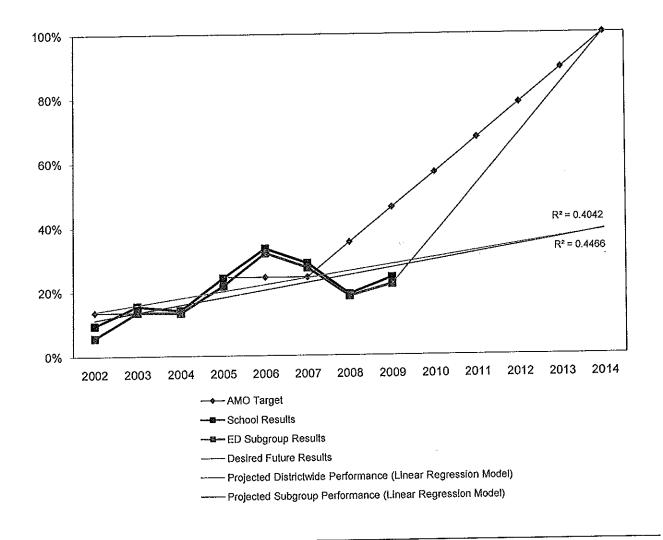




Figure 16
Projected Performance on AYP Annual Measureable Objectives (AMOs): Mathematics

Lakeside Elementary: Economically Disadvantaged Subgroup Report

Year	Percent At or Above Proficient			
	AMO Target	School Results	ED Subgroup Results	Desired Future Results
2002	16.0%	15.3%	16.2%	
2003	16.0%	15.4%	16.6%	
2004	16.0%	20.6%	19.8%	
2005	26.5%	27.1%	25.9%	
2006	26.5%	39.4%	38.0%	
2007	26.5%	38.0%	37.3%	
2008	37.0%	17.8%	16.4%	
2009	47.5%	29.1%	26.8%	26.8%
2010	58.0%			41.4%
2011	68.5%			56.1%
2012	79.0%			70.7%
2013	89.5%			85.4%
2014	100.0%			100.0%

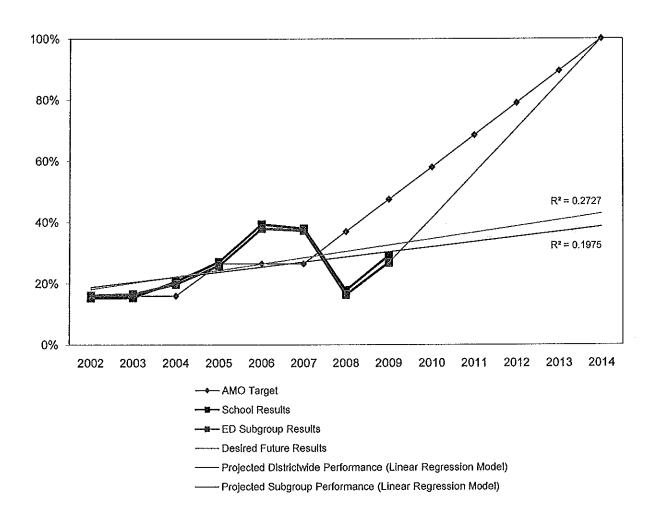




Figure 17
Projected Performance on AYP Annual Measureable Objectives (AMOs): English Language Arts

Lakeside Elementary: Englis	h Learner Subgroup Report
-----------------------------	---------------------------

Year	P			
	AMO Target	School Results	EL Subgroup Results	Desired Future Results
2002	13.6%	9.5%	3.5%	
2003	13.6%	15.5%	11.5%	
2004	13.6%	14.2%	2.0%	
2005	24.4%	24.2%	25.4%	
2006	24,4%	33.3%	26.9%	
2007	24.4%	28.7%	18.7%	
2008	35.2%	19.1%	12.3%	
2009	46.0%	24.2%	19.7%	19.7%
2010	56.8%		,	35.8%
2010	67.6%			51.8%
2011	78.4%			67.9%
2012	89.2%			83.9%
2013	100.0%			100.0%

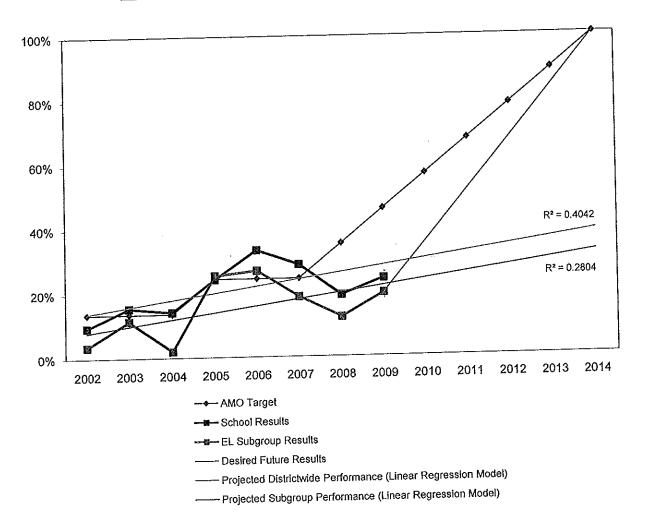
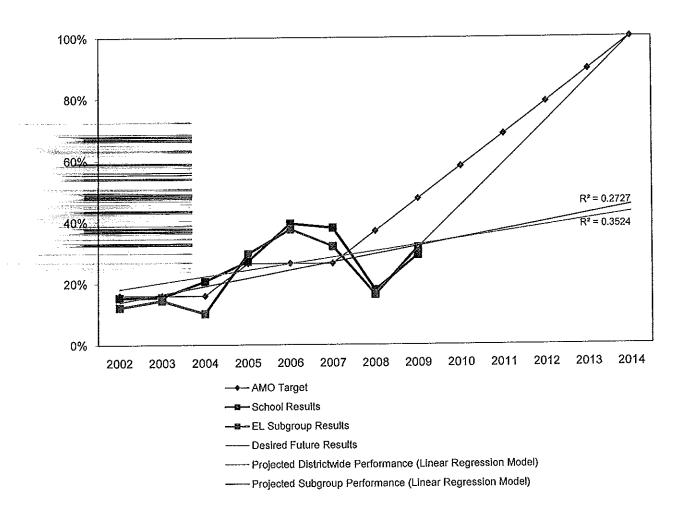


Figure 18
Projected Performance on AYP Annual Measureable Objectives (AMOs): Mathematics

Lakeside Elementary: English Learner Subgroup Report

Year	Percent At or Above Proficient				
	AMO Target	School Results	EL Subgroup Results	Desired Future Results	
2002	16.0%	15.3%	12.2%		
2003	16.0%	15.4%	14.5%		
2004	16.0%	20.6%	10.2%		
2005	26.5%	27.1%	29.6%		
2006	26.5%	39.4%	37.6%		
2007	26.5%	38.0%	32.0%		
2008	37.0%	17.8%	16.4%		
2009	47.5%	29.1%	31.6%	31.6%	
2010	58.0%			45.3%	
2011	68.5%			59.0%	
2012	79.0%			72.6%	
2013	89.5%			86.3%	
2014	100.0%			100.0%	

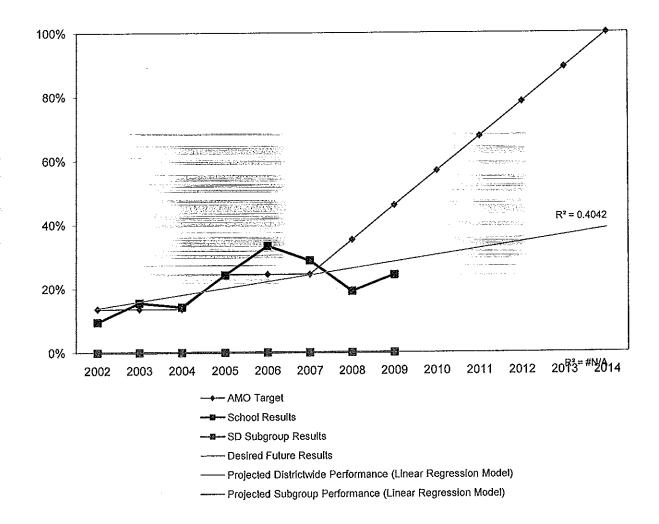


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Lakeside Elementary: Students with Disabilities Subgroup Report

Figure 19
Projected Performance on AYP Annual Measureable Objectives (AMOs): English Language Arts

Year	Percent At or Above Proficient				
	AMO Target	School Results	SD Subgroup Results	Desired Future Results	
2002	13.6%	9.5%	0.0%		
2003	13.6%	15.5%	0.0%		
2004	13.6%	14.2%	0.0%		
2005	24.4%	24.2%	0.0%		
2006	24.4%	33.3%	0.0%		
2007	24.4%	28.7%	0.0%		
2008	35.2%	19.1%	0.0%		
2009	46.0%	24.2%	#VALUE!	#VALUE!	
2010	56.8%			#VALUE!	
2011	67.6%			#VALUE!	
2012	78.4%			#VALUE!	
2013	89.2%			#VALUE!	
2014	100.0%			#VALUE!	



777.62 13.73 N %.

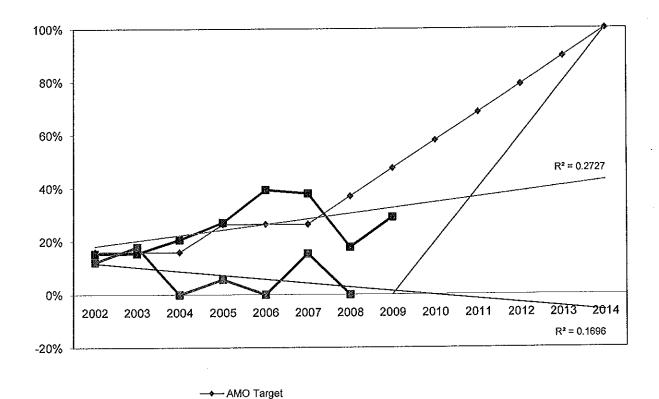
orani (sali) and Gregoria



Figure 20
Projected Performance on AYP Annual Measureable Objectives (AMOs): Mathematics

Lakeside Elementary: Students with Disabilities Subgroup Report

	Р	ercent At or	Above Proficient	
Year	AMO Target School SD Subgroup Results Results		SD Subgroup Results	Desired Future Results
2002	16.0%	15.3%	12.2%	
2003	16.0%	15.4%	17.9%	
2004	16.0%	20.6%	0.0%	
2005	26.5%	27.1%	5.7%	
2006	26.5%	39.4%	0.0%	
2007	26.5%	38.0%	15.4%	•
2008	37.0%	17.8%	0.0%	
2009	47.5%	29.1%		0.0%
2010	58.0%			20.0%
2011	68.5%			40.0%
2012	79.0%			60.0%
2013	89.5%			80.0%
2014	100.0%			100.0%



-- Projected Districtwide Performance (Linear Regression Model) -- Projected Subgroup-Performance (Linear Regression Model)

──── School Results
──── SD Subgroup Results
──── Desired Future Results

Instructional Time Recommendations for State-Monitored Schools:
English Language Arts

STREET STREET, STREET		English Earlydage Arts
. А	II benchma	rk students are enrolled in SBE-adopted or approved content core.
Grades	Core_	ELD Support
1-3	2.5 hours	30 minutes of ELD until redesignated
4-6	2 hours	30 minutes of ELD until redesignated
6-8	1-2 hours	Include ELD until redesignated. (New Comers may need more)
9-12	1 period	Include ELD until redesignated. (New Comers may need more)

Alls	tratégic students are	enrolled in S	BE-adopted or approved content core and are extra instruction.
Grades	Core	Strategic	ELD Supports *Provide to students if needed.
1-3	2.5 hours Include use of support materials included in the core program.	30-45 minutes	30 minutes of ELD until redesignated
4-6	2 hours Include use of support materials included in the core program.	30-45 minutes	30 minutes of ELD until redesignated
6-8	1.5 - 2 hours	45 minutes to 1 hour (1 period)	Include ELD until redesignated. This may be embedded within the strategic class.
9-12	1 period Core	45 minutes to 1 hour (1 period)	Include ELD until redesignated. This may be embedded within the strategic class.

A Selection of	sübstitutes a	<u>。 </u>
Grades	Intensive Intervention	ELD Support
基础基础	19. 14. 14. 14. 14. 14. 14. 14. 14. 14. 14	*Provide to students if needed
1-3	2.5 hours of "core. May include the use of Supplemental Intervention Program Materials	30 minutes of ELD until redesignated
4-6	2-3 hours *The Intensive Intervention Program is the core for these students.	30 minutes of ELD until redesignated
6-8	2-3 hours *The Intensive Intervention Program is the core for these students.	Include ELD until redesignated. This may be embedded into the intensive class.

	2-3 hours *The Intensive Intervention Program is	Include ELD until redesignated. This may be embedded into the intensive class.	
:	the core for these students.		

Instructional Time Recommendations for State-Monitored Schools: Mathematics DRAFT

	All benchmark students are placed into the core program.
Grades	Core
1-6	60 minutes
6-8	60 minutes
9-12	1 period

Al	I strategic stu	dents are placed in core and are receiving extra instruction.
Grades	Core	Strategic Intervention
1-6	60 minutes	15-30 minutes
6-8	60 minutes	30 minutes to 1 period
	(1 period)	
9-12	1 period	1 period

	All intensive students receive intensive intervention.
Grades	Intensive Intervention
1-6	1.75 minutes of core instruction with accelerated intervention
6-8	20 minutes to 1-2 periods of Intensive Intervention. All Intensive students are placed
0 0	Linto a congrate intensive mathematics class, Which becomes their core.
9-12	1-2 periods of Intensive Intervention. All intensive students are placed into a
5-12	separate intensive mathematics class, which becomes their core.
	Separate interior of the state of the separate of the state of the sta

^{*}In the absence of SBE-adopted interventions in mathematics, CDE staff are working with county office staff to provide further direction in this area. Information is forthcoming.

Lakeside Union Elementary School District Evaluation Form Certificated Teaching Personnel

ame Permane		ent	Prob	ationar	y		
Grade Level/ Subjects Taught			•				
Evaluation #1 Date		Time		to		_	
Evaluation #2 Date		Time		to		_	
Evaluation #3 Date		Time		to		_	
Evaluation #4 Date		Time					
Checklist Key : Exp- Experienced Practice N/O- Not Observed	M- Maturing	D- Develo	pping	N/C	- Not Co	onsisten	t
1. Engages and Supports All Students Lear	ning		EXP	M	D	N/C	N/O
1.1 Connecting students prior knowledge, life with learning goals	experience, and i	nterests					
1.2 Uses a variety of instructional strategies ar students diverse needs	nd resources to re	spond to					
1.3 Facilitating learning experiences that promand choice	note autonomy, in	nteraction,					
1.4 Engages students in problem solving, criticactivities that make subject matter meaningful		ther					
1.5 Promotes self-directed, reflective learning							
Evidonas/Comments							

Evidence/ Comments

2. Creates and Maintains Effective Environments for Students	EXP	M	D	N/C	N/O
2.1 Creates a physical environment that engages all students					
2.2 Establishes a climate that promotes fairness and respect					
2.3 Promotes social development and group responsibility					
2.4 Establishes and maintains standards for student behavior		•			
2.5 Plans and implements classroom procedures and routines that support student learning					
2.6 Uses instructional time effectively					

Evidence/ Comments

3. Understands and Organizes Subject Matter for Student Learning	EXP	M	D	N/C	N/O
3.1 Demonstrates knowledge of subject matter and student development	<u>.</u>				
3.2 Organizes curriculum to support student understanding of subject matter					
3.3 Interrelates ideas and information within and across subject matter areas	}				
3.4 Develops student understanding through instructional strategies that are appropriate to the subject matter					
3.5 Uses materials, resources, and technologies to make subject matter accessible to students					

Evidence/ Comments

4. Plans Instruction and Designs Learning Experiences for All	EXP	M	D	N/C	N/O
Students					
4.1 Draws on and values students' backgrounds, interests, and developmental learning needs					
4.2 Establishes and articulates goals for student learning					
4.3 Develops and sequences instructional activities and materials for student learning					
4.4 Designs short-term and long-term plans to foster student learning					
4.5 Modifies instructional plans to adjust for student needs					

Evidence/ Comments

5. Assess Student Learning	EXP	M	D	N/C	N/O
5.1 Establishes and communicates learning goals for all students					
5.2 Collects and uses multiple sources of information to assess student learning					
5.3 Involves and guides all students in assessing their own learning					
5.4 Uses the results of assessments to guide instruction					
5.5 Communicates with students, families, and other audiences about student progress					

Evidence/ Comments

6. Developing as a Professional Educator 6.1 Reflects on teaching practice and plans professional development	EXP	M	D	N/C	N/C
o. r Refrects on teaching practice and plans professional development					
6.2 Establishes professional goals and pursues opportunities to grow					
professionally					
6.3 Works with communities to improve professional practice					
old World With Communities to Improve protessional process					
6.4 Works with families to improve professional practice					
6.5 Works with colleagues to improve professional practice	***************************************				
Evidence/ Comments					
summary:					
·					
Magts and/or Evageds District Evagetations					
Meets and/ or Exceeds District Expectations					
 -	strands m	arkod	"Davo	loning o	· \$*
Needs to improve to meet District Expectations . Three or more					
Needs to improve to meet District Expectations . Three or more Not Consistent" in CSTP's 1-5 of a permanent teacher. Three or more	e strands	marko	ed "No	t Consis	
Needs to improve to meet District Expectations. Three or more Not Consistent" in CSTP's 1-5 of a permanent teacher. Three or more CSTP's 1-5 of a probationary teacher. Complete Peer observation	e strands	marko	ed "No	t Consis	
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Needs to improve to meet District Expectations. Three or more Not Consistent" in CSTP's 1-5 of a permanent teacher. Three or more a CSTP's 1-5 of a probationary teacher. Complete Peer observation evaluation 4 to 6 weeks from today's date.	e strands form. Sch	marko	ed "No	t Consis	
Needs to improve to meet District Expectations. Three or more Not Consistent" in CSTP's 1-5 of a permanent teacher. Three or more n CSTP's 1-5 of a probationary teacher. Complete Peer observation evaluation 4 to 6 weeks from today's date.	e strands form. Sch	marko	ed "No	t Consis	

Lakeside Union Elementary School District Peer Observation Form Certificated Teaching Personnel

	1 CHIMANE	Prodati	bationary			
Name Date Grade Level/ Subjects Taught	Form	1	2 _	_3		
Focus CSTP's (No more than 2 to be determined by)	Evaluator) :					
1.1 1.2 1.3 1.4 1.5	Evaluatory.					
2.1 2.2 2.3 2.4 2.5 2.6						
3.1 3.2 3.3 3.4 3.5				•		
4.1 4.2 4.3 4.4 4.5						
5.1 5.2 5.3 5.4 5.5						
Evaluator's Comments/Goals:						
Next Steps :						
1. Meet with Learning Director and at least one grade to discuss Focus CSTP's within the next 5 school of the control of the c	e level colleague ag days	greed up	on by eva	luator and teach		
Designated grade level colleague 2. Schedule an informal observation by Learning Dir school days (District will provide release time for				in the next 10		
3. Schedule a post-observation meeting with Learnin days of the informal observation	g Director and grad	le level		within 5 school		
4. Prepare for Formal Evaluation schedule for						
Process may be completed 3 separate times within a school svaluator will schedule a formal meeting with Certificated equested by certificated staff to discuss teacher's effective	d Staff being evalua	improve ated, LT	ement has 'A site-rep	not been shown or staff person		
Evaluator's Signature	Date					

Draft 5/25/10

What is a Family-School Partnership Supposed to look like?



Where does your school fall?

Check the boxes that have the most statements under them marked or circled. Check only one box in a row.

- ❖ If three or more of your checked boxes fall in the Fortress School section and none under Open-Door or Partnership, your school is trying to keep parents away rather than work with them. In standards-based terms, it is below basic.
- ❖ If three or more of your checked boxes fall under Come-If-We Call and none under Partnership, your school may want parents to be involved only on its terms. In standards-based terms, it is at the basic level.
- ❖ If at least four of your checked boxes fall under **Open-Door** or **Partnership** and none are under **Fortress School**, your school welcomes families and supports them to be involved in a number of ways. In standards-based terms, it is **proficient**.
- ❖ If at least three of your checked boxes are under Partnership and the rest are under Open-Door, your school is willing and able to work with all families. We bet the student achievement level goes up every year. In standards-based terms, it is advanced.

Beyond the Bake Sale: The Essential Guide to Family-School Partnerships. By Anne Henderson

—from "Beyond the Bake Sale—The Essential Guide to Family-School Partnerships" (2007) by Henderson, Mapp, Johnson & Davie

Survey them enough support. We're already doing ail we can. Principal picks a small group of cooperative parents to help "Community groups should mind their own business; they Our school is an oasis in a troubled community. We "We teach about our country-that's what those parents Families are affaid to complain. "They might take it out on Parents belong at home, not at school. If students don't do well, it's because their families don't give It is important to keep community influences out of the Curriculum & standards are considered too complex for "If parents want more information, they can ask for it" Problems are dealt with by the professional staff Parents need security dearance to come in "Minority families don't value education". "This neighborhood is going downfull" Families do not "bother" school staff Those parents need to learn English Teachers don't feel safe with parents "We're teachers, not social workers" ☐ Addressing Differences ☐ Building Relationships Parents don't come to conferences Supporting Advocacy ☐ Linking to Learning want to keep it that way. parents to understand Sharing Power need to know? my kid." school Check the boxes that have the most statements under them marked or circled. Check only 1 box in each row thing they can do is help their kids at home. We know Parents can call the office to get teacher-recorded messages Families visit school on report card pick up day & can see a Parents are welcome when we ask them, but there's Parents are told what students will be learning at the fall Staff are very selective about who comes into the school 4 Versions of Family-School Partnerships Community groups can address the school board if they only so much they can offer. The most important "Many immigrant parents don't have time to come or School calls families when children have problems where to get community help if we need it. · This school just isn't the same as it used to be" Better, educated parents are more involved "We can't deal with 20 different languages." "Parents can bring a translator with them" Principal sets agenda for parent meetings PTA/PTO gets the school's message out "Parents are not experts in education" Workshops are offered on parenting ☐ Addressing Differences ☐ Building Relationships Supporting Advocacy ☐ Linking to Learning eacher if they call first ☐ Sharing Power. about homework contribute" Parents can be involved at our school in many ways--we're working hard to get an even bigger turnout for Regular progress reports go to parents, but test data can be Parent coordinator is available if families have questions or our activities. When we ask the community to help, Office staff will find a translator if parents ask in advance. Staff let families know about out-of-school classes in the Staff contact community agencies & organizations when - Parents can raise issues at PTA/PTO meetings or see the Parent group sets its own agenda & raises money for the Resource center for low-income families is housed in a A community representative sits on the school council Principal will meet with parents to discuss a problem School holds curriculum nights 3 or 4 times a year Parent-teacher conferences are held twice a year Folders of student work go home occasionally PTA/PTO officers can use the school office. "Minority" parents have their own group Multicultural nights are held once a year. portable classroom next to the school Teachers contact families once a year Teachers explain test scores if asked ☐ Addressing Differences ☐ Building Relationships Supporting Advocacy ☐ Linking to Learning Office staff are friendly people often respond. ☐ Sharing Power hard to understand help is needed community need help SCHOO Students' work goes home every week, with a scoring guide Parents can use the school's phone, copier, fax, & computers. Staff, work with local organizers to improve the school & the together to make sure every single student succeeds. Family center is always open, full of interesting materials to Community groups offer tutoring & homework programs at Parents & teachers research issues such as prejudice & track-Parent group is focused on improving student achievement Student-led parent-teacher conferences are held 3 times a All family activities connect to what students are learning Building is open to community use & social services are Teachers contact families each month to discuss student Teachers use books & materials about families cultures All families & communities have something great to offer—we do whatever it takes to work closely Parents & teachers look at student work & test results There is a clear, open process for resolving problems Partitlership School Families are involved in all major decisions. Home visits are made to every new family Activities honor families' contributions Local groups help staff reach families □ Addressing Differences □ Building Relationships Supporting Advocacy Translators are readily available Linking to Learning PTA/PTO includes all families available to families ☐ Sharing Power year for 30 minutes peighborhood the school

May 26,2010

As the Lakeside Teachers Association President, I, Cindi Marshall, have been given ample opportunity to not only share my input on the SIG but have also been informed as to all components of the grant. It is my personal belief that the SIG will provide teachers with necessary instructional materials and time to lead our students to the proficiency level. Lakeside teachers overall are willing to give 110% for far less monetary compensation as teachers in Kings County. The grant will allow for not only the teachers to be provided with necessary professional development and instructional materials but also be compensated monetarily for their hard work in providing Lakeside students the opportunity to reach their potential.

Cindi Marshall

LTA President

2009-10/2010-11





Kings County Board of Education

May 29, 2010

1430 N Street, Suite 6208

Sacramento, California 95814

Area 1

Mickey Thayer

Area 2

Joe Hammond

Dear Superintendent O'Connell and Board President Mitchell:

Jack O'Connell, State Superintendent of Public Instruction

Theodore Mitchell, President, State Board of Education

c/o District and School Improvement Division Regional Coordination and Support Office

Area 3

John Boogaard

Area 4

William Gundacker

Area 5 *Jim Kilner*



1144 W. Lacey Boulevard Hanford, California 93230

Telephone 559.584.1441

Fax 559.589.7000

W

We are writing to express the Kings County Office of Education's strong support of Lakeside Union Elementary School District (Lakeside UESD) LEA application for (Lakeside Elementary School) the federal ARRA School Improvement Grant (SIG), Section 1003(g), 2009-10 Cohort.

Lakeside Elementary School's implementation of a turnaround model for schools identified as "Persistently Lowest Achieving Schools" (Tier I)—Transformation— is being actively supported by Kings County Office of Education Curriculum support staff, and will enable the district to expand and accelerate the excellent work already started at Lakeside Elementary School over this past year and a half to raise student academic achievement and close the achievement gap.

As a small (340 ADA), rural single-school district experiencing declining enrollment and chronic administration/leader turnover, successful approval of the grant application is critical to the district/LEA's timely ability to provide the comprehensive, research-based resources required to establish a well-aligned, collaboratively designed systemic-infrastructure that is sustainable. Such "systemic-infrastructure" for on-going support is notably deficient in many rural small/single-school districts similarly strapped for time, staff, and resources across the state. As presented in their SIG application and plan, the Lakeside UESD/LEA carefully and collaboratively designed a locally relevant implementation plan that would, if approved and funded, provide Lakeside Elementary School the requisite resources to adequately and efficiently support a focused, positive and engaging school environment, effective leadership and teaching, and improved student learning as evidenced by student performance outcomes.

Additionally, the Lakeside UESD turnaround model detailed in the grant application builds on the central foundations for future reforms.

Lakeside Union Elementary School District ARRA School Improvement Grant Page ~ 2 ~

Specifically, the Lakeside UESD/Lakeside School SIG turnaround plan provides the following:

- Flexible and collaborative professional relationships between the governing board, administration, staff, and the teachers' bargaining unit resulting in policy and bargaining agreement revisions in support of reform; new school schedules supporting increased learning time; budget, staffing and resource allocation revisions in support of turnaround activities; new contracts/agreements with external providers for intensive technical assistance and on-going support; teacher evaluation process revisions; and salary incentives directly tied to student achievement results;
- Strong Parent and Community Involvement with articulated implementation and support plans, including increased communication, positive and engaging school-culture building as a new "School Community," parent training/education in addition to support of student-school learning in the home;
- Strong focus on teacher and principal capacity-building through targeted professional development and support based on identified needs of the school and teachers, as evidenced by data, and that supports great and effective teachers and principal;
- Building on and refining current research-based reforms at Lakeside Elementary School of the curriculum, instruction, and assessment which supports student achievement and turning around failing schools, including advanced implementation and support of the Lakeside School RTI Tiered Intervention model;
- Providing increased learning time with extended school days and week, pre-K and full-day Kindergarten programs, as well as increased time for staff development, training, and collaboration toward "real time" classroom instructional improvement.

Kings County Office of Education welcomes partnering in reforms to public education that will help improve student achievement for all our schools and create and support effective teachers, principals and leaders. We believe the successful application and approval of funds for Lakeside Union Elementary School District's "School Improvement Grant RFA" is critical to the district/LEA's ability to successfully transform Lakeside Elementary School into a highly effective and highly-achieving school for all students, in a timely and efficient manner, and so that students will no longer suffer the consequence of the district/school's historic deficiencies, but may *immediately* realize the turnaround reform benefits.

Lakeside UESD is the only LEA in Kings County applying for the SIG 2009-10 Cohort. If successful in their application request, Lakeside Elementary School has agreed to serve the Kings County Office of Education as a model and reference/resource for turnaround-intervention processes and strategies for other local and regional districts/schools who may subsequently become eligible or identified. Based on the extensive work we have done with Lakeside Elementary School this year in their current reform efforts, we strongly support the intentions, implementation, and SBE approval of the grant application.

If you have any questions regarding this letter of support, please contact Carmen Barnhart, (559) 589-7073, cbarnhart@kingscoe.org.

Sincerely,

Carmen Barnhart

Program Director, Curriculum

John Stankovich

Kings County Superintendent of Schools

Lakeside School Staff Meeting

October 12, 2009 Room <u>3</u>

AGENDA ITEMS	NOTES/QUESTIONS	ACTION NEEDED
1. NWEA Data Analysis (Carmen)		
2. RTI/Intervention Planning (Carmen)		

Lakeside School Collaboration Meeting, Oct. 12, 2009

Carmen Barnhart, KCOE Curriculum Consultant

Lakeside Elementary NWEA (Fall 2009) Data Analysis and Intervention Planning

Acquire meaningful formative data

(Assessment Tool: NWEA)

- 2008 Norms (Trimester Cut-Points/"Benchmarks")
- Teacher Report (Classroom Student Data Fall '09/NWEA B1)
- Dynamic Reports (Projected Performance; Student Goal-Setting; Cross-Grade Level Groupings)



Essential Question: How will formative data drive my instruction? (NWEA)

- Class by RIT (Content Area Groupings w/in class)— ("Instructional Tools" Side-Pane)
 - O Class by Goal (Specific Goal [w/in Content Area] Groupings w/in class)
- Goal by RIT ("Dynamic Reports": Use for <u>Cross-Grade Level Groupings</u>)
- Tools to Help with Instructional Application of Data
 - o Blueprints/DataWorks Horizontal Standards
 - Learning Ladders
 - o 2008 Norms—NWEA or Poway Unified Sample
 - "Data Chats": Student Goal Setting Worksheets & Parent Resource Material
 - o 'The Wiki'.....



Intervention Planning & Implementation

[Discussion]

- RTI Deployment Model through 10/12/09
 - o Where are we?
 - What do we need?
- Groupings
 - o Numbers of Students
 - o Staffing
- Instructional Materials (Core; Strategic; Intensive Interventions)
- Instructional Strategies & Assessments
- Intervention Tracking for Individual Students—Revisit "Lakeside RTI Planner for Differentiated Instruction"

Notes:

Page 114

Name:

Lakeside School RTI Team Meeting

Grade Level: Members P AGENDA ITEMS	NOTES/QUESTIONS	ACTION NEEDED
1. RTI Tm. Mtgs.: Review Schedule/ Calendar; Meeting/ Collaborative Norms for the Process of Continuous Improvement		
2. Lakeside Elementary School District, K-8 Base Instructional Program, 10/20/09 Draft: [Lakeside's "articulated curriculum"] Team review & input for Board Presentation		
3. Data Analysis/Re- Grouping Planning: Class List Data Analysis Form Revisions; Articulate Criteria— "Standard Protocol" for groups; NWEA Reports & groups		
4.Progress Monitoring: Articulate Lakeside Model/"Standard Protocol"; Schedule/Calendar		
5.0ther: []		

DATA ANALYSIS

October 2009 RTI Lakeside

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Teacher:	Student Name														
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Kesponse	Ю	Intervention

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Lakeside School RTI Team Meeting November 10, 2009 Room <u>3</u>

Members Present:

AGENDA ITEMS	NOTES/QUESTIONS	ACTION NEEDED
1. Data Analysis/Re- Grouping Planning: Review Teacher Class List Data Analysis Forms;		
Articulate Grouping Criteria—"Standard Protocol"		
NWEA use for groups		
2. Lakeside Elementary School District, K-8 Base Instructional Program, 10/22/09 Draft: [Lakeside's "articulated curriculum"]		
RTI v Core/Base Instructional Resources		
3.Progress Monitoring:		
Articulate Lakeside Model/"Standard Protocol"		
4.Scheduling/Logistics:		
Grouping		
Deployment		
Progress Monitoring		
Staff Dev.—Mtgs. & Topics (NovJan.)		
5.RTI Folders:		
Standard Protocol—The articulated "Who, What, Where, When, & Why" (Informal Record/1st level		
Timeline/logistics for implementation (informal & formal levels)		

LAKESIDE ELEMENTARY SCHOOL DISTRICT K-8 Base Instructional Program

Assessment	2 nd -8 th ~ STAR/CSTs 2 nd -8 th ~NWEA Benchmark Assessments K-5 th ~ DIBFI S	K-2 nd ~ HM Emerging Literacy Survey K-5 th ~ Classroom Reading Inventory	7 th -8 th ~ MD-L Embedded Assessments		2 nd -8 th ~NWEA Benchmark Assessments K-5 th ~ DIBELS 1 st -5 th ~ Classroom Reading Inventory (CRI) K-2 nd ~ HM Emerging Literacy Survey K-5 th ~ RTI Support Materials Embedded Assessments	4 th -8 th ~ *(SBE Approved/Adopted Material) Embedded Assessments
Materials	K-6 ~ Houghton Mifflin (HM) <i>Legacy of</i> Literacy [2002]	7 th -8 th ~McDougal-Littell (MD-L) <i>Language</i> of <i>Literature</i> [2002]	Supplemental (K-6) HM Phonics and Leveled Readers HM Universal Access Components Leveled Books (Guided Reading) Step Up to Writing	<u>Supplemental (7-8)</u> MD-L Universal Access/Teacher Resources Step Up to Writing	K-5 th ~ [Various RTI Support Materials]	SBE Approved (4 th -8 th) *(To Be Adopted)
Content Guide	CA Standards & Framework	Horizontal Standards (DataWorks)			CA Standards & Framework	
Instructional Minutes	$K \sim 2$ hours $1^{s_2} - 3^{rd} \sim 2.5$ hours	o- t			K -3 rd ~ 30 minutes 4 th ~ 30-60 minutes	
Subject/Content	Reading/Language Arts (ELA)				ELA ~Intervention	

_							Response t	o Interve
	CELDT Student Oral Language Observation Matrix (SOLOM-R)				2 nd -8 th ~STAR/CSTs 2 nd -8 th ~NWEA Benchmark Assessment K-5 th ~ <i>Harcourt Math</i> Embedded	Assessments	6 th -8 th ~ <i>Holt Math</i> Embedded Assessments	2 nd -8 th ~ NWEA Benchmark Assessment
	HM EL Handbook (K-6) MD-L Universal Access Components (7-8) Academic Language/Vocabulary Harcourt Math (K-5)/Holt Math (6-8)—EL & Supplemental Teacher Resource Components	(6-8) Glencoe/National Geographic <i>Voyages in Science</i> (Earth, Physical, & Life Sciences Series)—Universal Access/ Supplemental Teacher Resource Components	(K-5) Houghton Mifflin/(6-8) McDougal- Littell History-Social Studies – EL & Supplemental Teacher Resource Components	Supplemental (K-8) Santillana Intensive English (Including Opening Doors)	K-5 th ~ Harcourt Math 6 th -8 th ~ Holt Math	Supplemental (K-5) Harcourt Math Universal Access Components	Supplemental (6-8) Holt Math Universal Access Components	SBE Approved Materials (2008)
	ELD Standards				CA Standards & Framework	Horizontal Standards (DataWorks)		CA Standards &
	K-8 th ~ 30-45minutes				K-8 th ~ 1 hour			K-5 th ~ 15 minutes
	ELD				Math			lath~

Name:	Lakeside School RTI Team Grouping Meet	ting
	November 30, 2009	
	Room	

AGENDA ITEMS	NOTES/QUESTIONS	ACTION NEEDED
L.RTI Grouping:		
Lakeside Model/"Standard Protocol" (11/23/09 draft)		
. Data Analysis/Re- Grouping Planning: Review Teacher Class List Data Analysis Forms;		
Grouping (Teacher Review)—Confirm 12/2/09 Staff Meeting?	•	
Other(s):		
	,	

Lakeside Elementary

2009-10 Standard Protocol for Grouping Students for RTI

Who? (Who gets put into what tier?)

Tier Cut-Offs/"Benchmarks"

- Tier 1 (Benchmark Group):
 - o CST: Proficient; B but close to cut-off & meets other Tier 1 criteria
 - CELDT: Early Advanced (4) or Advanced (5); Intermediate (3) but close to cut-off &/or meets all other Tier 1 criteria
 - DIBELS: Met B⁻⁻⁻; Not Met B⁻⁻⁻ but meets other Tier 1 Criteria &/or alt. assessment data used
 - NWEA: Overall RIT—Met B⁻⁻/ Proficient; but close to cut-off &/or meets other Tier 1 Criteria &/or alt. assessment data used
 - o CRI: Cut-points according to Benchmark period
 - HM ELS: Cut points according to Benchmark period
- Tier 2 (Strategic Group):
 - o CST: Basic; BB but meets other Tier2 Criteria
 - o CELDT: Intermediate (3)
 - o DIBELS:
 - o NWEA: Overall RIT—Did Not Meet B^{TI} / Basic, or Below Basic but close to cut-off &/or meets other Tier 2 Criteria &/or alt. assessment data used
 - CRI: Cyt-points according to Benchmark period
 - HM ELS: Gut points according to Benchmark period
- Tier 3 (Intensive Group):
 - o CST: FBB
 - CELDT: Beginning (1), Early Intermediate (2)
 - o NWEA: Overall RIT—Did Not Meet B Below Basic or Far Below Basic
 - o CRI: Cut points according to Benchmark period
 - HM ELS: Cut points according to Benchmark period

What? (What data determines groups? What does each respective data tool/assessment tell us?)

- Universal Screening [initial/formal]:
 - a. CSTs (Prior year)—grades 3-8
 - b. CELDT –ELs—grades K-8
 - c. NWEA (Fall Administration/Benchmark 1)—grades 2-8
 - d. DIBELS (Fall/Benchmark 1)—grades K-3
 - e. CRI-grades 2-8
- Progress Monitoring [formal]:
 - a. CELDT—ELs (as new scores available)—grades K-8
 - b. NWEA (Winter & Spring Administrations/Benchmarks 2 & 3)—grades 2-8
 - c. DIBELS—K-2; (3-6th as necessary/applicable)
 - i. Benchmarks 2 & 3
 - ii. Progress Monitoring Assessment Booklets
 - d. CRI-grades 2-8

- e. HM Theme Skills Tests-grades K-6
- f. HM Summative Tests (Benchmarks) Pagrades K-6
- 3) Classroom Progress Monitoring:
 - a. Teacher Created &/or Embedded Early Literacy Assessments—grades K-2
 - b. Teacher Created &/or Embedded Assessments—grades 3-6
 - c. SOLOM Observation Tracking—ELs—grades K-8
 - d. Orton Gillingham/Project READ assessments
 - e. STAR/AR -grades K-8
 - f. DRA—grades K-8
 - g. Step Up to Writing Assessments—grades K-8

When? (When are students grouped? When do groupings change—at large and with respect to individual students?)

Where? (Where do groups go for deployment at each respective tier?)

<u>Tier 1 (Benchmark</u>): students go with assigned classified/certificated support staff to computer lab/library/other designated location for grade level appropriate instruction and extension.

<u>Tier 2 (Strategic):</u> students stay with/go to assigned classroom teacher for strategic instruction & supplemental interventions beyond the base program.*

[*09/10—currently implementing some supplemental components of base program at this level, pending refinement/articulation of Tier 2 intervention resources.]

<u>Tier 3 (Intensive)</u>: students go to resource room(s) with designated specialized teachers/support staff (e.g., Special Education Teachers, Coaches/Resources Teachers, etc.)

Why? (Why group?)

Students are grouped for RTI to systematically facilitate and support high-quality, research-based, targeted instruction & interventions at varied levels of intensity [Tier I=Benchmark; Tier II=Strategic; Tier III=Intensive]. RTI groupings at Lakeside are deployed by Tier to appropriate/specialized staff for Intervention/instruction for established blocks of instructional time.

How? (How does the grouping process work?)

Currently, RTI student intervention (deployment) groups are drafted by the RTI Team based upon student performance/outcome data at regular intervals. Drafted group lists are then reviewed by teachers for input to be considered in group/deployment plan document. Staff development will take place this year to train teachers in grouping per standard protocol, so that the grouping process can be undertaken by teachers in 2010-11, with RTI team support at regularly scheduled schoolwide and/or grade level collaboration meetings.

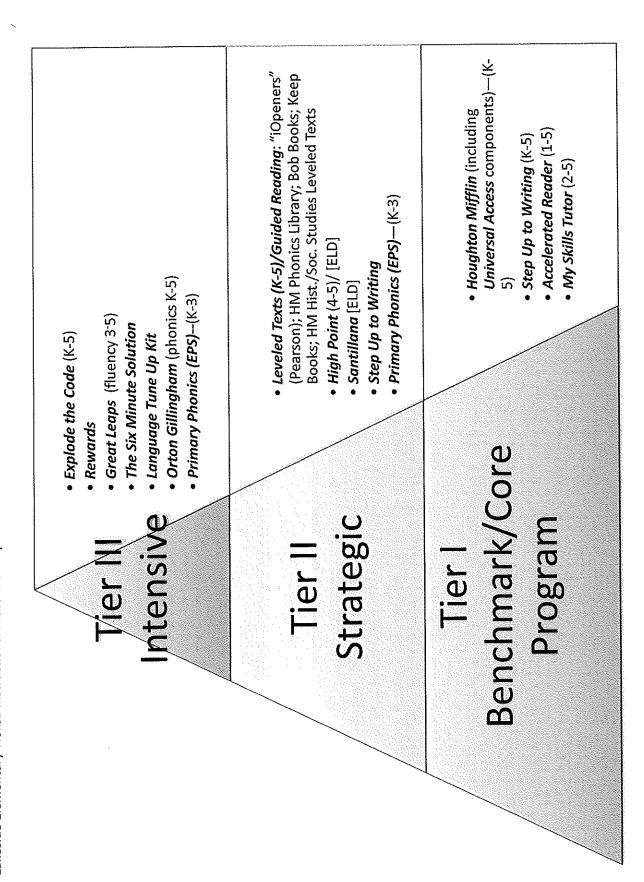
Name:

Lakeside School RTI Team Meeting January 6, 2010 Room <u>3</u>

Members Present:

AGENDA ITEMS	NOTES/QUESTIONS	ACTION NEEDED
1. Calendar/Scheduling RTI Tm. Mtgs (see 1/5 email)		
Collaboration/Staff Dev. Days *Re-deployment prep/ data analysis/grpg (B2) *Thinking Maps *Progress Monitoring (discussion)		
Re-deployment		
2. Tiered Instructional Materials "Map": Team discussion; review lists submitted & make recommendations.		
High Point (Tier 2; 4 th & 5 th gr.)—[CB]		
3. Progress Monitoring: Discussion (Lenis)		
Formative Assessment Training Overview [CB]		
Lakeside Model/ "Standard Protocol"		
Schedule/Calendar (dependent on re- deployment schedule)		
4.Other: []		

Jan. 26, 2010 Draft



Response to Intervention

Name:_				
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Lakeside School RTI Team Meeting February 2, 2010 Room <u>3</u>

Members Present:_

AGENDA ITEMS	NOTES/QUESTIONS	ACTION NEEDED
1. Calendar/Scheduling/ Logistics * Re-deployment (2/9 ?) -Student Lists/Tier Groups	(?) Needs for Redeployment	
*Collab./Staff Mtgs.— -Feb./Mar. 2010 Plan		
2. RTI Instruction: *Tiered Instr. Materials Map (*1/26/10 [Working] Draft)—[CB] handout		
*RTI Intervention Tracking Form & Documentation		* <u>Post-Discussion (today):</u> Document: Revise []; Distribute
3.Progress Monitoring: *Assessment Systems— [CB] handout		
*Discussion: -Lakeside Model/ "StandardProtocol"	"Standard Protocol" for Progress Monitoring: Who? (Administers? Takes?) RTI Teacher; All Tier 2 & 3 students What? (Assessments used? Skills assessed/measured? What does data tell/not tell? [e.g., limits])	*Post-Discussion (today): CB to draft "Standard Protocol" document for review by RTI Team. Distribute to staff (review):
	When? ("Frequently"—define intervals)	
	How? (Data/info used? [e.g., If it tells me, what do I do w/info?])	
	Why? To determine if assigned interventions are producing desired results, and to inform instruction (skills to be taught and assessed) w/in the intervention.	
*Schedule/Calendar	<u>Initial Cycle—Date:</u>	
4.Other(s): *Learning Centers (LA Unified PP)—[Lenis] (handout-[CB])		
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Lakeside RTI Intervention Tracking

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SIG Form 2–Collaborative Signatures (page 1 of 2)

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

The appropriate administrator and representatives for the District and School Advisory Committees, School Site Council, the district or school English Learner Advisory Council, collective bargaining unit, parent group, and any other appropriate stakeholder group of each school to be funded are to indicate here whether they support this subgrant application. Only schools meeting eligibility requirements described in this RFA may be funded. (Attach as many sheets as necessary.)

Name and Signature	Title	Organization/ School	Support Yes/No				
privacy conce See the CDE http://www.co	SIG Form 2, Collaborative Signatures, has been removed due to privacy concerns. Each school's SIG Form 2 is on file with the CDE. See the CDE's Public Access Web page at http://www.cde.ca.gov/re/lr/cl/pa.asp for information about obtaining access to these forms.						